DOCUMENT RESUME

ED 082 597 24 HE 004 592

AUTHOR	Wish, John R.
TITLE	Student-Faculty-Resident Planned Field Research for College Students. Final Report.
INSTITUTION	Oregon Univ., Eugene.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
BUREAU NO	BR-8-I-090
PUB DATE	Jul 71
GRANT	OEG-9-8-81090-0134(010)
NOTE	108p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*College Students; Consumer Economics; Educational Programs; Faculty; *Field Experience Programs; *Higher Education; *Interdisciplinary Approach; Low Income Groups; Pilot Projects; *Student Teacher Relationship

ABSTRACT

This document reports a four-year multidisciplinary pilot project in which students worked with low-income urban residents to investigate possible inequities in consumer prices and credit. This project integrated classroom learning and practical experience. During the first quarter of each school year, a core research study group was formed. Actual student participations was in the second and third quarters of each year, the second quarter being introductory; the third being full-time research. Students lived in center-city metropolitan areas during the third quarter and were in contact with the core group at least two days a week. Results indicate increased enrollments in the project and classes are now regularly listed in the University catalog. The project was concluded to be a desirable alternative and/or addition to classroom experience for some students. (Author/MJM)

FILMED FROM BEST AVAILABLE COPY

8-I-090
PA 24

ED 082597

Final Report

Project No. 8-I-090
Grant No. OEG-8-8-81090-0134(010)

John R. Wish
University of Oregon
Eugene, Oregon 97403

STUDENT-FACULTY-RESIDENT PLANNED FIELD RESEARCH FOR COLLEGE STUDENTS

July, 1971

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE 004 592

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development
(Regional Research Program)

ABSTRACT

Purpose

This is the report of four years experience with a multi-disciplinary pilot project. Students worked with low-income urban residents to investigate possible inequities in consumer prices and credit. This project integrated classroom learning and practical experience. It also instructed target area residents in survey and data techniques.

Procedure

During the first quarter of each school year, a core research study group was formed. Actual student participation was in the second and third quarters of each year, the second quarter being introductory; the third being full-time research. Students lived in center-city metropolitan areas during the third quarter and were in contact with the core group at least two days a week.

Results

Increasingly large numbers of students have been enrolling. The classes are now regularly listed in the University catalog.

Conclusions

Student-Faculty-Resident Planned Field Research is a desirable alternative and/or addition to classroom experience for some students.

Final Report

Project No. 8-1-090
Grant No. OEG-9-8-81090-0134(010)

STUDENT-FACULTY-RESIDENT PLANNED FIELD RESEARCH FOR COLLEGE STUDENTS

John R. Wish

University of Oregon

Eugene, Oregon 97403

July, 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Center for Educational Research and Development

PREFACE

The idea behind this effort came from a conversation with a Senior, Miss Jean Snider, during November, 1967, my first term at the University of Oregon. The conversation took place during the fall term following the increasingly "hot summers" of 1966 and 1967, which witnessed insurrections in Watts, Tampa, Cincinnati, Atlanta, Newark, and Detroit. I had just returned from two years in Latin America, where I had listened on "Voice of America" to news broadcasts about the urban insurrections and had read about them in the overseas editions of Time and Newsweek. Wanting to understand the whys and wherefores behind those insurrections I asked students in my basic marketing class to analyze the socio-economic characteristics of major West Coast cities and, together with student volunteers, I began making weekly trips to the inner-city area of Portland, Oregon.

It soon became obvious that:

- There were real socio-economic problems in our cities resulting from racism;
- The middle and upper middle class white student, frequently a citizen of the suburbs, had neither awareness nor understanding of what was happening in the inner city;
- That same group of students (who made up the vast majority of my class) had no experience outside the classroom. They had experienced only the classroom. They knew well how to play the professor's games, but were most unsure of their skills in the real world.

Therefore, some students and I requested Regional Research Funds to try an experientially based education program which copied several ideas from Samuel Baskin's "Experimental Field Study Centers (Beachhead Colleges)," USOE Project No. 7-E-090, Grant No. OEG-1-7-070090-3713. Having submitted a proposal on January 15, 1968, we had expected funding by April, 1968, in time for our field work. However, funding was not available until after the first year's experience had been completed.

This document is the final report of four years of experience. Also submitted with this written report is a 16 MM sound and color film "Honky Seminar in Soul." The film is the report from the students, and by the students, of their field research experience.

TABLE OF CONTENTS

Introduction 1

Procedure 3

Results 5

Conclusions 11

Recommendations 12

Appendixes

A. Course outline for preparatory course 13

B. Two very useful handouts 26

C. "Beachhead College" spring term projects and number of students involved 36

D. A list of possible projects for 1971 38

E. The notice of motion resulting in acceptance of the experiment as a regular course sequence 39

F. AACSB - Western Electric Fund award winner 41

G. Course syllabus for the first of a two term sequence and description of both courses from University catalog 42

H. Oh well what the hell said McWatt and flew his plane into the mountain 45

I. Examples of the two reports 47

J. Final assignment, 1969 96

K. Newspaper articles 98

LIST OF TABLES

Table One. "Relative Success of Twenty-one Projects Undertaken by "Beachhead College" Students 6

INTRODUCTION

This is the report of four different years experience with multi-disciplinary student-faculty-resident teams. These teams attempted to integrate classroom learning with practical field experience as a part of the academic program of a State University. Students involved in the field research took courses for credit within the Department of Marketing (College of Business Administration), or the School of Community Service and Public Affairs. The multiple realities of a new chairman in the Department of Marketing, the brandnew School of Community Service and Public Affairs, and the student-sponsored and funded "SEARCH"* program permitted greater freedom of experimentation at the University of Oregon than at a number of other colleges throughout the nation.

Neither the department chairman nor I realized there was any traditional expectation concerning the number of credit hours in an "open seminar" for undergraduates. So we assigned variable credit, 5 to 15 term hours, depending upon the time spent in the inner city. Then the new School of Community Service and Public Affairs permitted me to cross-list my course with them, so that liberal arts students who did not want to take courses in "Business" had an alternative. The SEARCH program publicized, yes, advertised, the innovative courses throughout the University and thereby spread the word across campus.

The current publications on education indicate that:

- There are many complaints about lack of relevance in classroom learning in higher education;
- Independent study produces results which are as "good" as those of traditional courses;
- "Amount studied," which may be a proxy variable for amount of interest in a subject, seems to be the most important cause for differences in what is learned as measured by performance on tests;
- More attention needs be directed, at the post-secondary level, to problems of the inner cities;
- Students as volunteers can make meaningful contributions;
- We need to cut across age groupings and incorporate concepts and experiences of different eras;
- Students working outside the classroom have not always enjoyed great success, yet, in such situations, students should be able to learn a great deal and provide assistance;

---

* The University of Oregon's version of a "free university."

. In education, it is frequently difficult to provide a connection between research and the implementation of ideas developed by research in the educational marketplace, i.e., the curriculum.

This report discusses the evolution, successes, and shortcomings of a pilot project entitled: "Student-Faculty-Resident Planned Field Research for College Students" (OEG-9-8-81090-0134(010)). The aim was to integrate classroom learning with practical field experience in order to deal with some problems in education as well as selected urban issues. Specifically, we hoped to meet the following goals:

A. to educate and train college students to do field research and draw conclusions from that research;
B. to educate students to work in a group oriented toward commonly agreed upon objectives through task assignments;
C. to involve students directly, through field work, in one of the major problem areas in the United States, thereby making course material more relevant;
D. to give students the opportunity to apply classroom material to practical field experience;
E. to evaluate field experience as a learning device;
F. to disseminate the results of the classroom and field experience to the larger university community;
G. to train ghetto residents to identify the problems of their community, to consider alternatives, and to move toward solutions.

We hypothesized that theoretical and classroom work applied to actual field experience would accomplish these objectives:

1. lower anomie in the students involved;
2. provide a broader base for institutionalization of field work at the University of Oregon;
3. be an excellent pilot project for the diffusion of educational innovation;
4. provide a greater student awareness of urban problems;
5. provide more positive student view toward on-campus curriculum;
6. make for greater learning about the economics of urban poverty;
7. make for greater learning about the sociology of urban politics.

PROCEDURES

Near the beginning of each academic year, one to three undergraduate students (who have worked with me in previous terms and/or have an interest in working on projects off the Campus) have gathered with me to begin informal discussions of projects that might be undertaken later in the year. When I first came to the University of Oregon, my student group and I devoted at least one day a week to community visits during fall term. In the last two years, my core group of students and I have spent a day every second or third week on initial community contacts.

Each year the core group and I prepared a syllabus (AppendixA) and selected reprints (Appendix B) for the preparatory term which began in January. In addition, this past year we handed out a list of projects from previous years (Appendix C), plus a list of possible projects for Spring, 1971 (Appendix D). The core group of students publicized the two term (Winter-Spring) course sequence in the SEARCH bulletin. These same students acted as co-leaders and student assistants during both the Winter and Spring Terms.

The first term classroom work has four primary objectives:

- Get the student to confront himself and what it is he wants to do; (Readings: Shantung Compound and The Martyred)

- Help the student to begin to understand the problems of poverty, especially those problems faced by the consumer in the inner city; (Readings: The Poor Pay More, Kerner Commission Report, plus a required weekend trip to the inner city in addition to one or two 12-hour days of contact in the community accompanied by the professor)

- Help the student understand the strengths, weaknesses and interests of others in the class; (a weekend retreat away from the campus and frequent small group discussions and work groups throughout the term);

- Develop necessary skills such as survey research techniques; (Readings: Survey Research, Statistical Concepts)

The above classroom work during the first term has the further result of separating out many students who decide that the project-oriented second term is not suited for them. The intended end result of the preparatory term is a project proposal which is accepted by some indigenous community group that will then send a written invitation asking certain students to come work with them.

During 1968 and 1969 there was close monitoring by the community agencies of the skill level of students, for there was the frequent assumption (usually unstated) that only college graduates (and usually, only those with the specifically applicable advanced degrees) could make meaningful contributions. Also during 1969 measurements of "alienation" were made for members of the experimental group who went to Portland and for certain similar groups of students who remained in their classes on campus. Measurements were made at three points:

(1) during the first term; then, (2) at the beginning of their second term project experience; and, (3) at the end of the second term.

Students who receive an invitation to work with a community group move off the campus for at least seven days, but preferably for the entire term. The students decide where they will live and with whom. The assistants and I visit the students at least once a week spending one or two days in the field with them.

In summary, the two term sequence is designed to combine a learning situation with community service in urban core areas. Portland, Oregon has been the setting. In that setting there is an exchange relationship:

1. The students give of their time and skills in doing jobs.

2. The local residents give their time and skills in presenting the human reality of being poor.

RESULTS

1. The two term course sequence is now listed as a regular course sequence (Appendix E). I have borrowed the phrase "Beachhead College" to describe the course sequence. In May, 1970, the College of Business Administration of the University of Oregon won the "American Association of Collegiate Schools of Business - Western Electric Fund Award" for the most innovative program in undergraduate Schools of Business. This was the first Annual Award (Appendix F). That money has been reinvested in a newly authorized "Consumer Research Center" and a new course sequence has been established with those funds (Appendix G).

2. Partially as a result of this pilot project the idea of field work -- experiential learning -- has gained respectability among the University of Oregon faculty. Faculties at other colleges and universities have expressed interest in our experiences during speeches which were requested by and presented at six different locations throughout the nation (University of Delaware, Kansas University, University of Minnesota, University of Missouri at St. Louis, University of Oklahoma, and University of Texas at Arlington). Faculty of the Economic Departments at several colleges in Oregon have expressed interest in working on an expansion of the "Beachhead College" concept.

3. Student interest has shown an increase. The number of students working for an entire term on their projects has increased each year, from four in 1968 to twelve in 1971 (Appendix C). Thus, the total number of students yet remains small but the number of student credit hours generated is increasing. For instance, ten students at 15 hours per term generates the same number of credit hours as fifty students at 3 hours per term.

The increase in full time students has come about because the core group of students (who act as co-leaders and assistants) and I have stressed the great amount of time it takes to do anything worthwhile and the difficulty of even beginning to understand the reality of the community without a full term of involvment. Typically, the project is the first time the student has been evaluated on a project which he completed outside the classroom. Appendix H is a rather dramatic term paper presented in 1968. On the other hand Appendix I presents a sample of two of the team research reports that were prepared; one in 1969, "Comparative Food Prices," and the other in 1971, "Automobile Repair in the Model Cities Area."

Some students have not been successful. Sometimes the Professor has not been successful -- and these are situations in which failure to deliver can hurt people. In Appendix C are listed the twenty one projects undertaken in the four years "Beachhead College" has been underway. The

table below is my evaluation of the relative success of those projects.

Table 1

Relative Success of Twenty-one Projects Undertaken by "Beachhead College" Students

Rating	Project Number(s) See Appendix C	Total Number of Projects
Very Successful for student, professor and community	1,2,4,8,11,14,15,16,17	9
Successful for students but not for community (because project later failed to work out)	3,5,7,9,13,18,19	7
Successful for students but professor and/or community failed	12	1
students failed to produce	6,20,21	3
partially successful for student, and later for community	10	1
	Total:	21

4. About 50% of the students who enter the first term sequence drop out. That 50% never attempts to line up a Spring Term project. The drop rate in the first term has become even more pronounced as the course reputation has become more widely known. The course title is "Consumer Problems of the Poor." In the last two years students who do not know the professor have begun signing up for the course on the basis of word of mouth and course title. In 1971 (Winter Term) over 80 students reported for the first class; only 40 reported to the second class and only 25 students worked on projects during Spring Term.*

5. Role ambiguity. The roles of all participants are ambiguous. The professor and student assistants are combination coaches, co-workers, friends, fathers, teachers, and enemy. The students are co-workers, students, brothers, sisters, and community members. (Only one of the successful participants in the course sequence has been able to compartmentalize his life as is frequently done in classroom and "a normal job.") The professor must step down from his pedestal. The professor is a co-worker and yet he is not. At times the role ambiguities have been difficult to handle. Appendix J is a final assignment sheet I handed the 1969 students two weeks before the end of the term and three weeks before I was to leave for Mexico. In a normal class all assignments would have been completed. In the project situation there was and is more independence. This assignment sheet was not entirely complied with by the students. Students begin treating the professor as a colleague, and they ignore requests that make little sense to themselves.

A very delicate balance is being established between instructor and students in the Portland Project. On the one hand, students are expected to take the initiative, serving as "free agents" in the community programs in which they are participating. On the other hand, they are students and representatives of the University of Oregon; consequently the instructor must retain some control and authority, and his role as "teacher" must be resolved. Similarly, in the difficult and ambiguous living conditions confronting many of the students (i.e., those who lived in Portland), there may be a number of unresolved antagonisms and feelings of estrangement among the students.

---

* The "Omnibus Personality Inventory" was made available by Ms. Mary Longland for any Winter Term student who wanted to take it. The average of the twenty one students taking the test was above the mean on the following dimensions: "Thinking Orientation," "Esthetics," "Preference for Complexity," and "Autonomy"; but were slightly below the mean on "Altruism." Ms. Longland suggested that the class profile was remarkably similar to that of the professor and the two student assistants, and that the profiles on the "Omnibus Personality Index" were at great variance from college norms. On the basis of this one test and her observations in class she felt that students and professor had selected one another. In her opinion, it was not a normal distribution for a college class.

6. Alienation. In 1969 two doctoral candidates in Psychology administered a battery of "True-False" and semantic differential questions. Their conclusions were that the Portland Project students felt less alienated after the first (Winter) quarter than prior to the first quarter, but more alienated following the second (Spring) quarter. The increased alienation occuring during the second quarter can probably be attributed to one of two factors: (a) the relationship of the students to the agency and people for which and with which they were working, and/or (b) the relationship of the students with the instructor (and, to a lesser extent, other students).

On the other hand, there was virtually no change in the alienation scores between the April and June classroom control groups. There were no significant differences between average alienation of groups in March.

7. Skill level. Students have learned the needed skills in order to accomplish any job they undertook. Skill acquisition (even for undergraduates) comes fast for students who have a superordinate goal. Students without previous course work adequately handled survey research and bi-variate statistical analysis. In several cases the students consulted me or other professors on campus. The one term preparation together with some guidance from interested professors and other professionals has been sufficient.

8. Carry-over of Projects. Over half of the projects have carried over beyond the end of Spring Term into the summer. In 1969, I was committed to a summer research project and had to leave town before Project 6 (Appendix C) was finished. It did not get finished until the fall term started. Some students and I have continued summer work each summer since initiating this pilot project. From the standpoint of many experts, the ten week academic quarter is a very short time in which to do anything, but students have been surprised at how long it takes to do something in the "real world." The student has been used to the academic term and the term papers and tests within that term. The student is used to five, three hour courses. For if one considers each course as three hours per week in the classroom plus six hours outside (for a total of nine hours per week), for ten weeks, that is only 90 hours total, or two man-weeks of work. And when a person is working on five different projects he is unlikely to accomplish anything worthwhile. On the other hand, 45 hours per week for ten weeks begins to approach an amount of time wherein something can be accomplished.

9. Learning Experiences from the "Beachhead College." The students and the agencies feel that the "Beachhead College" style of learning is the most efficient and effective way to learn some kinds of things. Depending on the task they were working on, students learned the applications of statistics, marketing analysis, cost accounting, and management skills.

Vicki Abel, a marketing major in the 1969 class discussed the learning experience this way:

> You learn because it's necessary to learn for what you're going to do. In the classroom it's difficult to see the time when you'll need that information; it is just like memorizing it. But here you use it, you don't memorize it.

In all the tasks students learned valuable lessons in interpersonal relations. It was vitally necessary to relate to people -- people who were not college students, who did not share a common background -- in order to get the tasks done. These interpersonal relationships influenced Ron Saylor's assessment of the class; he feels that increased responsibility to other people led to increased productivity on the part of students:

> I think we made some very significant accomplishments. In a class situation on campus if you make a mistake, you're the only one who gets hurt. But in a class like this, depending on the type of project you're on, thousands of people can miss opportunities because of a mistake you made if you misevaluated a situation.

The students have been positive about their learning experience in "Beachhead College," and so have the organizations they have worked with. Mr. Mayfield Webb, president of the Albina Corporation, sees the students as "business interns:"

> The students have been very helpful to the corporation and we hope that in turn we have given them some meaningful tasks to do, something they can really get their teeth into and learn from. I see these students as business interns just like a legal intern or a medical intern. I've long been an advocate of learning on the job whether it's at the administrative level or the vocational level. This whole area should grow more and I see this (class) as a solid practical way of doing it.

Regarding the experience of living in the inner city, the students had this to say:

> When we moved to Beech Street, we were well received from a distance. It didn't take long before we knew most of the families. We gained many insights into the black culture, and they no doubt discovered something about honkeys. Whether black or white the neighborhood was remarkable.
>
> Dude and Elaine, 1971

> I don't think students in other classes ever get the chance to stop and take an overall look at what is happening. They al-

ways will have the feeling that someone else is making them decide. They never have a chance to make the decisions themselves. I had been at the University for four years and didn't know whether I could do something. I had to prove to myself that I really could.

Dick, 1969

10. Limited Value in Professor Choosing Project Alternatives. Each of us have certain areas in which we have more interest. Students have asked me for suggested projects. And I've made suggestions. But, for the projects to be most meaningful the students must and do make their own choices. In 1971, an attempt was made at lowering uncertainty by listing possible projects.(Appendix D). Considerable work had gone into that possible project list. Not one of the suggestions was acted upon by the students. Rather, they devised and chose other projects.

11. Changed Procedure for Grading. The final grade is now determined one third by peer evaluation, one third by the community organization, and one third by the students assistants and myself. Previously the grade had been based solely on my evaluation. I ran into an enormous problem when I gave a graduation senior fifteen hours of No Pass. That is too heavy a responsibility to bear alone. The student to whom I had assigned the No Pass (which later was changed) sent me a four page letter which he concluded by asking me the question of whether I properly handled my responsibility to him and other people that year:

"Are you ready for the monumentus (sic) responsibility of people?"

12. Attention by the Press. Appendix K has write-ups of articles discussing the "Beachhead College" that appeared in local newspapers.

CONCLUSIONS

Student-Faculty-Resident Planned Field Research, hereafter called "Beachhead College," is feasible for some students. It is a desireable alternative and/or addition to classroom experience for some students. As a result of this pilot project the "Beachhead College" idea has been integrated into regular course offerings at the University of Oregon, College of Business Administration. Partially as a result of this pilot project other departments in other colleges are considering "Beachhead Colleges."

University granting of credit hours is important for success.

The role ambiguity and increases in alienation make for higher personal investment than typical classroom courses. Students, the Professor, and the community persons need to accept each other as human beings in order to increase the value of the projects. The Professor must change the most.

Students who have participated in projects claim greater benefits from this learning situation than any other.

The preliminary term of preparation is helpful in separating students who do not wish to continue on to actual field work.

One Professor can work intensively with only a few students in "Beachhead College" -- probably less than 25.

Spring term is a good term for the projects as most other students are in school and the work can be continued in the summer.

The USOE grant was important in establishing credibility of the experiment.

RECOMMENDATIONS

The professor and students should participate in T-Group type activities during the first term in order to work out a relatively unambiguous relationship. Such T-Group work should be done under the guidance of an outside third party.

Research needs to be conducted by a third party to determine whether or not there are "types of people" or "types of learning" that are best suited to the "Beachhead College" situation.

Research needs to be conducted to discover why 50% or more of those who enter the preparation term choose to drop out before going on.

An outside researcher should determine whether or not the "Hawthorne Effect" is in operation at the University of Oregon.

An outside researcher needs to determine the satisfaction of community organizations with student assistance.

Some other College Departments might consider "Beachhead College" as an alternative to permit better use of physical plant. (For instance, students could be off campus during the term of high enrollment.) Some Departments could consider "Beachhead College" as an alternative for those faculty members who work well in an informal, collegial way, with students.

This type of project should be considered as a prototype for Action Corps and University Cooperation.

APPENDIX A

Course Outline For Preparatory Course
Each of Four Years

COURSE OUTLINE YEAR #1

MIT-407 Winter '68 TLN 3697

Faculty Sponsor: Dr. J.R. Wish
107D Commonwealth
Office Hours: 4-5 M & W

POVERTY AND DISTRIBUTION (3 hrs)

MEETINGS: Sundays -- 8 P.M. - 11 P.M. beginning 14 January

PURPOSE: 1. Preparation for field work Spring quarter
2. Introduction to the problems in purchasing by the low income
3. Better understanding of self
4. Learn of the city and the survey research methodology

MAXIMUM NUMBER STUDENTS: 25 (unless you can suggest in writing before noon Monday how more can be accommodated)

ASSIGNMENT: 1. Turn into Room 107 Commonwealth by Monday 8 Noon your statement on objectives and contributions you can make together with your first, second, third choices of committee assignments.
2. You will be expected to participate on a committee during this term.

COMMITTEES:
A. Course organization and evaluation
B. Correspondence and publicity
C. Learning and educational research
D. Survey research and statistical evaluation
E. Community relations and culture shock
F. New alternatives in business
G. Executive committee

CONTENT MIT 407

Week
1. statement of objectives
organization
plans for Spring Term
introductions and assignment
handout: "C-CAP Presents"

2. continuation of self analysis
discussion of: Shantung Compound
The Harvard

3. Urban poverty (read Bachelder)
what is it?
where is it?
why is it?

4. do the Poor Pay More? (read Caplovitz)
when?
why?
methodology
alternatives

5. the city
(Movie): "The Cities and the Poor" PL-3
special problems

6. Poor in "our city"

7,8,9 methodology and your proposal (read Backstrom and Hirsch)
surveys
samples
coding

10. presentations and written and oral with criticism

FIRST ASSIGNMENT

Who are You? (Note year and major)
Where have you been?
How can I contact you in Eugene?

What are the three most significant things that have happened or that you think of in your life?

What are your most important goals and objectives? Where do you hope to be in five years?
ten years?
twenty years?

Why are you in this course?

What do you plan to do with your knowledge from this course and other experiences during Spring Quarter '68 (be specific)

(Suggestion: type this paper. Read C-CAP Presents before finishing the paper)

COURSE OUTLINE YEAR #2

COURSE SYLLABUS

WHAT: an experience in reality, i.e., field research/preparation for Portland action Spring term MIT 407 5555 Wish, Abel

WHEN: Mondays 5:30 to 7:20
day trips to Portland Mondays and/or Fridays

WHERE: Studio D, Audio Visual - Library

WHY: Life is short while death is not

FEATURING: Life in its relevancy to you as a human being, to you in relation to others, and to you and the inner-city of Portland (partially via the fabled week-end in Portland)

Note: This syllabus is presented not as an absolute, but as something that can be torn up or reworked in forming a better "unstructure" for this class.

"I began to have a presentiment of man's divine privilege: by believing in a myth, desiring it, imbruing it with blood, sweat and tears (tears alone are not sufficient, nor is blood, nor sweat), man transforms that myth into reality.

I was terrified. For the first time I saw how creative man's intervention is, and how great his responsibility. We are to blame if reality does not take the form we desire. Whatever we have not desired with sufficient strength, that we call nonexistent. Desire it, imbrue it with your blood, your sweat, your tears, and it will take on a body. Reality is nothing more than the chimera subjected to our desire and our suffering." (Nikos Kazantsakis, Report to Greco, p. 275)

January 13

attitude questionaire
brief summarization of last year's Portland project (see attached report)
salutations by Prof. John Wish
explanation of hypothesized objectives/goals and how to achieve them*
"happy to know you" session
general discussion on possible objectives, goals and their achievement
begin discussion of The Martyred and Shantung Compound

---

* committees: city administration and government organizations
city planning, transportation and AIA projects
community organizations (Action, CAP's, independents)
employment
health, education, and recreation
housing
police practices and racial justice
general information/data on Portland

For distribution January 20th, each committee is to have prepared a dittoed run-down of the current/specific statistics relevant to Portland.

(Material can be found in the "Oregon Collection" at the library, in Dr. Wish's office and from such groups or agencies as the Portland City Club, Portland Chamber of Commerce and the State Coordinator for OEO Programs at the Governor's Office in Salem.) In addition to these initial cram statistics, each committee is expected to gather depth data (history, planned projects, current and forseen problems, etc.) regarding the specific areas of SE,SW,NW, and NE Portland. A summarization is due February 6 in Dr. Wish's office. Each member is also expected to read one outside book (or 3 articles) for general knowledge within his area. A short summary is also to be typed out, dittoed, and turned in by February 20th. There is shelf space in Dr. Wish's office for each committee so that a "running file" can be kept. Pertinent info will be added to each pile as it comes into the office, with student contributions definitely invited.

"Keep out of the ghetto if you do not know who you are -- or where you're going. The ghetto and the persons who live there have enough built-in problems without adding well-meaning but ill-equipped volunteers who just don't know "what's happening, baby"...

First, many of these visitors just don't know who they are. Unfortunately, insecurity about self-identity is often the key factor in the failure of many who wish to participate directly in the freedom movement...

The second problem is that many who come just do not understand where they are. They do not know what is happening and often do not take the time to find out and then discern what they should be doing about it..." (Workers in the Ghetto, attached)

January 20

Committee reports due (distributed at beginning of the session)
reformation of committees, if desired
explanation/discussion of "group communications" sessions* plus hand-out
general discussion (if prefer, can break up into groups) of The Martyred and Shantung Compound

* the class can be broken down into 4 subgroups of 6 people each, perhaps according to those who plan to live in Portland, those not planning to, and undecided. . . These groups are to meet once a week for 2 hours (in lieu of the regular class time) for the next two weeks.

January 20-25

Subgroup discussions - continuation of The Martyred and Shantung Compound, plus their relation to "Crisis: the condition of the American city"

February 3-?

Subgroup discussions - Soul on Ice; if possible draw upon Malcom X

Sometimes, exhausted
with toil and endeavor,
I wish I could sleep
for ever and ever;
but then this reflection
my longing allays:
I shall be doing it
one of these days.

(Piet Hein)

February 6

Depth reports from committees due. Have 30 copies dittoed and leave them at Wish's office for student pickup Thursday and Friday.

February 10

This could be the infamous Portland week-end. . .
If not, committees might point out the major facts and problems apparent to them regarding their areas.
Discussion of student experiences on the day trips to Portland*
Discussion of subgroups -- problems encountered and why; ideas brought out concerning the readings

* a daily log will be kept in Dr. Wish's office. It can contain such things as status of our Spring term project(s), prospective meeting dates of groups in Portland, Eugene relevant to our field preparation, student comments on their trips to Portland, and progress of the committees. It is there for any and all to read (and contribute to).

It is Man's soul that is crying, questing, grasping for its salvation.
It is his lunacy that can enable him to freely choose the impossible.
<u>How can one man deny this to another?</u>

"Captain Shotover: What then is to be done? Are we to be kept forever in the mud by these hogs for whom the universe is nothing but a machine for greasing their bristles and filling their snouts . . . We must win powers of life and death over them both. I refuse to die until I have invented the means.

Hector: Who are we that we should judge them?

Shotover: Who are they, that they should judge us? Yet they do, unhesitatingly. There is an enmity between our seed and their seed. They know it and act on it, strangling our souls. They believe in themselves. When we believe in ourselves, we shall kill them . . .

Hector: They are too stupid to use their power . . .

Shotover: Do not deceive yourself; they do use it. We kill the better half of ourselves every day to propitiate them. The knowledge that these people are there to render all our aspirations barren prevents us having the aspirations . . ."

(G.B. Shaw: <u>Heartbreak House</u>, Act 1)

February 13-14

Pick up material concerning Eugene and Portland studies on Consumer Fraud

February 17

Discuss The Poor Pay More and relate to the Portland and Eugene studies.
Discuss arrangements for the Portland weekend 13-14, if haven't already gone.

February 20

Leave off the book/article reports (30 copies) not already turned in.
The rest of the class can pick them up Thursday and Friday.

February 24

Assign/discuss final paper
Notification/explanation of final
One person from each committee can point out main trends, both general and Portland
Questions directed to specific people or committees regarding their hand-outs
Report on status of our Portland project(s)

...only how measureless cool flames of making; only each other building always distinct selves of mutual entirely opening; only alive. Never the murdered finalities of whereuhen and yesno, impotent mongames of wrongright and rightwrong; never to gain or pause, never the soft adventure of undoom, greedy anguishes and cringing ecstasies of nonexistence; never to rest and never to have: only to grow. e.e. cummings

March 3

Hopefully outline project(s)
Whip into concentrated action for the next two weeks, organizing the frame-work, etc., for Spring.

Celebrate your victory
with funeral rites
for your slain illusions

Wear some black at your wedding

(Timothy Leary, Psychedelic Prayers, after the tao te ching, Univ. Books)

March 10

Final paper due
Final?

March 23-30

. Get situated in Portland, get bearings and begin implementation of our high (and low) pragmatic hopes

In addition to the three credit, one additional hour is being offered for those who will take still photographs (black and white, color, slides) when up in Portland. A minimum of ten acceptable photographs will be required.

Wiggle your fingers.
Wiggle your toes.
Go naked to the market.
Rejoice in all mornings.
Join hands and kiss.
Laugh
Love
If you cannot love, pity.
If you cannot pity, have mercy.
That man is not your brother, he is you.

everybody happy?
WE-WE-WE
and to hell with the chappy
who doesn't agree

(or if you can't dentham
comma behntham;.
of 1 law for the lions &
oxen is science)

Q: how numb can an unworld get?
A: number

e.e. cummings

COURSE OUTLINE YEAR #3

COURSE SYLLABUS
CSPA 407
MIT 407

NOTE: This is presented not as an absolute, but as something to be discussed and possibly reworked in forming a common base to work from. Hopefully it will only be a guide and not a set of rules.

"A university ought to be a place where students meet. Students of less experience (most of those working toward degrees) come to work with students of more experience (with some degrees). My function as student and professor and that of others associated with me is to you see more alternatives and to provide a climate wherein you can learn more effectively. Most learning, I believe, is self learning.

Humans are not automobiles, so I do not believe in the 'filling station' concept of education. I will try very hard to prevent the 'fill-er-up' ideas of education from intruding into any of my classes.

I very much agree with Paul Goodman who in Compulsory Miseducation and the community of scholars, 1962, p. 140 says:

> 'The hard task of education is to liberate and strengthen a youth's initiative, and at the same time to see to it that he knows what is necessary to cope with the on-going activities and culture of society, so that his initiative can be relevant. It is absurd to think that this task can be accomplished by so much sitting in a box facing front manipulating symbols at the direction of distant administrators. This is rather a way to regiment and brainwash.'

We students who are paid to work with you paying students are hoping for a relevant learning experience. I do not intend - nor want to regiment or brainwash. I do think I know some things we should not do. We will try to avoid those things. Frankly though, we need your ideas and suggestions."

from My Educational Philosophy by J.R. Wish

January 7

explanation of what, where, when and why of class
brief summary of last year's class projects
"happy to know you" session
discuss reading list
explain day trips to Portland
attendance and participation
discuss possible study areas in Portland
examples: city administration and government organization
city planning, transportation and AIA projects
community organizations (action, CAP's, independents)
health, education and recreation
employment
housing

examples: police practices and racial justice
cont. Black Capitalism
pollution problems and controls (regulations)

January 12

make-up committees to study problem areas
discuss weekly reading (every week)
discuss and possibly decide on date(s) for weekend in Portland
set-up outside of class group discussions

January 19

handout - "group communications"
finalize plans for Portland weekend
last week to drop class

Sometimes, exhausted
with toil and endeavor,
I wish I could sleep
for ever and ever;
but then this reflection
my longing allays
I shall be doing it
one of these days.

January 26

discuss Nurtured, Shantung Compound and One Flew Over the Cuckoo's Nest
list of possible projects for Spring term
informal committee reports due on Portland's problem areas
how is "group communications" progressing?

February 2

discuss Portland weekends
what is status of any projects taking shape

February 9

movie Poor Pay More
continue problem area reports and their interrelations
setup peer evaluation committee
reassign discussion groups if desired

celebrate your victory
with funeral rites
for your slain illusions

wear some black at your wedding

(Timothy Leary)

February 16

discuss Soul on Ice and Malcom X
hopefully narrow-down and outline projects

February 23

set-up Spring term housing committee
discuss role of part time students for Spring term
define questions about paper and final (?)

March 2

discuss relevancy of books
have class objectives been met?
concentrate on Spring project(s)

March 9

final paper due ?
clear-up all old business
organize framework for Spring term

Wiggle your fingers.
wiggle your toes.
no naked to the market.
Rejoice in all mornings.
Join hands and kiss
Laugh
Love
If you cannot love, pity.
If you cannot pity, have mercy.
That man is not your brother, he is you.

March 16

Finals Week

COURSE OUTLINE MIT 407

The Dynamite Flow of an Underfed Valve
(A Course Design Format (syllabus) for MIT 407
Consumer Problems of the Poor I)

by John R. Wish
Dave Anderson
Dick Rankin

For Winter Term 1971

A University ought to be a place where students meet. Students of less experience -- most of those working toward degrees -- come to work with students of more experience -- some with degrees. Our function as student and professor, and that of others associated with us, is to help you see more alternatives and to provide a climate wherein you can learn more effectively. Most learning we believe is self learning.

Humans are not automobiles, so we do not believe in the "filling station" concept of education. We will try very hard to prevent the "filler-up" idea of education from intruding into any of my classes.

We do not intend -- nor want to regiment or brainwash. We do think we know some things we should not do. We will try to avoid those things. Frankly, though, we need your ideas and suggestions.

Therefore, this syllabus is presented not as an absolute, but as something to be discussed and possibly reworked in forming a common base to work from. Hopefully it will only be a guide which we change as we find something better.

A Few Working Ideas:

How can we become and teach others to become comprehensive design scientists?

In other words, training the world to think and act synergisticdly??

Silberman maintains that not all students are at the same point of interest and ability to benefit most by the typical classroom situation. How does this relate to MIT 407?

I. GROUND RULE

A. Honesty is taking care of the other person, especially in the sense of belonging to the same spaceship.

B. Level of learning -life itself- can be considered a constant omni-continuing experience. (anti-entropy)

C. Therefore, we must get heads together, quickly, on a functioning level.

II. COURSE FLOW

A. education of the problem -- of ourselves, of working and playing with others, of the city where we will work

thru

1. discussion
2. readings
3. self-thought

B. Design project

C. Evaluation

1. by student
2. and by senior students

D. Learning a synergistic level of inter-human communications and relations

E. Set up mechanism for solving problems for living in general.

Something we should not do -- which you the new student must prevent -- is letting you be exposed to algorithms, verbal visual or experiential which are not meaningul. The situation has to be important and understandable to you or you will not learn from it.

We think we have a series of offerings, all synergetic, in contributing to the whole of a successful integrated field experience Spring term. There will be periodic integrated testing of learning. The tests will be designed so that they will determine whether learning has taken place from each section in each student, and they will also be an extension of self controlled thinking.

THREE PROGRESSIONS AND DIRECTIONS OF HUMANITY'S AWARENESS

1. Advancing to a state where we are free enough to begin making tools.
2. Advancing to a state of making tools to make other tools
3. Freed from #2 to begin thinking and using our minds for more research oriented problems.

BACKGROUND STUDY AREAS FOR A SYSTEMS APPROACH

I. INNER/INTERHUMAN RELATIONS

*Shantung Compound
*The Mastered
*Stranger in a Strange Land
Electric Kool-Aid Acid Test
Tangerine-Flake Streamlined Baby
The Medium is the Message
Henderson the Rain King

II. SYNERGETIC THINKING

OPERATING MANUAL FOR SPACESHIP EARTH
URBAN PROBLEMS AND PROSPECTS
Science oriented problem solving handouts
*Cybernetics from the programmers point of view -- a Rankin - Anderson Presentation on computer problem solving and the outlook of martians
*Slaughterhouse Five
*Making of Scientific Revolutions

III. INTEGRATION OF FORMAL SCHOOLING TO SPACESHIP NEEDS
Crisis in the Classroom
Marvel Comic Books
*Lincoln City vs. Portland City
No Place to be Somebody
The Urban Extravaganda (or funarama and the city)
Whole Earth Catalog
*Body Ritual Among the Nierema

IV. ABSTRACTION AND DIFFERENT IDEAS --DIFFERENT LIFE STYLE
Alice in Wonderland and Through the Looking Glass
*The Hunt of the Snark
*Autobiography of Malcom X
*Soul on Ice
*The Making of the Counterculture
Flatland
Thoreau's Night in Jail
In Place of War

V. SPECIALIZATION AND THE YOU OR ME CONCEPT
Royal Hunt of the Sun
*Nader Report (any of four FTC, FDA, ICC Vanishing Air)
A Radical's Guide to the Economy
*The Poor Pay More
Preliminary results of the Corporate responsibility class
Consumer Reports
*Ghetto Market Place

VI. RELIGION AND THE COMPREHENDING ONE-NESS OF ALL
The War as a Social Cop-out
*Report from Iron Mtn
Violence as one uneconomical approach to more for everyone
Scientific American

* indicate the more important readings or experiences

Week # Begins	Assignment due next Class	Direction of Topic for Week	Field Trips and Outside Specials	Level to be Reached by Next Session	Comments
1 Jan.4	1. Read Shantung Compound or The Martyred 2. Bring a good book to class	Registration	———	Awareness of Human Frailties	
2 Jan.11	Read from Group 2 of background study areas	1. share book 2. learn about Wish 3. Previous years work	almost every Wed or Thursday I will be going to Portland. I expect you to go at least once.	1. learning by experience 2. the professor as person & student 3. awareness of possible projects	meet in studio and library
3 Jan.18		Science programming	to: Lincoln City 23,24	get to know each other at Lincoln City	
4 Jan.25	read from Group 3		Portland City Trip for part of class		
5 Feb.1	read from Group 4				
6 Feb.8	read from Group 5		Portland City Trip for rest of class		
7 Feb.15	Read from Group V				
8 Feb.22	read from Group VI				
9 Mar.1	work out final copy of project proposal				
10 Mar. 8					

APPENDIX B

TWO VERY USEFUL HANDOUTS

WORKERS IN THE GHETTO

Keep out of the ghetto if you do not know who you are -- or where you're going. The ghetto and the persons who live there have enough built-in problems without adding well-meaning but ill-equipped volunteers who just don't know "what's happening, baby". . .

First, many of these visitors just don't know who they are. Unfortunately, insecurity about self-identity is often the key factor in the failure of many who wish to participate directly in the freedom movement....

The second problem is that many who come just do not understand where they are. They do not know what is happening and often do not take the time to find out and then discern what they should be doing about it....

As an aid, then, to those who wish to work in the ghetto, either as volunteers or as part of their full-time vocation, let me suggest several points which I would consider basic preparation for such work.

REALIZE THAT YOU ARE SUSPECT. No matter who you are, how noble or sympathetic your motivations, or how good a record the agency which you represent has, you as a person are suspect from the moment you enter the ghetto to work or to volunteer....

For some time now, we have...scoffed at the "do-gooders" who would "come down" like Lady Bountifuls from some heights to the slums to do good things. But equally as devastating as the "do-gooders" are the "mean-wellers." These are people characterized by their overwhelming sincerity and good intentions and by the bad will rather than good deeds that their presence invariably generates among the poor.

RESPECT AND TRUST MUST BE EARNED. For those who would work in any strange circumstances, only time will determine whether you are worthy of not being viewed with suspicion and hostility. It makes no difference whether you as a minister have received special "inner city" training, or whether you as a teacher have attended a special institute, or whether you as a layman are sacrificing valuable time with which you could be doing other things, or whether you as a policeman have volunteered for this unwanted beat. These parts of your background and motivation make little or no difference at all, because once you arrive you are taken for what you are then, in the present, not what you were in the past that made you come.

Now that you're here, how you conduct yourself is the crucial factor. Are you going to listen?-- or do you already have your mind made up? Are you going to respect the poor?--or are you coming to set them straight about a few things? Are you willing to come back again, again, and again? Or do you hope

to solve the problems in a few quick sessions? Once committed to a particular group, are you willing to go along with them when the plans they choose are the ones you voted against? Or will that be the time for you to "pick up your ball and bat and go home?"....

TAKE POOR PEOPLE AT LEAST AS SERIOUSLY AS YOU DO OTHERS. This is probably the most deceptive of these points of advice, because it is the one we are least conscious of violating....

Put most briefly, we fail to take poor people seriously when we come to the ghetto with attitudes of paternalism, colonialism, and condescension. It is invalid for us to assume that because "we" have made it and "they" haven't, "we" must have the answers....It is invalid to "come down" to do something "for" or "to" or "at" "those people," rather than coming honestly to work "with" the poor, helping to implement their solutions to problems....

It will have to come to us if we are to serve effectively in the ghetto that other people are capable of having ideas -- good ones, too; that the number of years of formal education need not be the criteria for success; that talented men often are unemployed when they would rather be working; that middle class persons have as much to learn as to give; that we're not ourselves all that we ought to be.

DON'T EXPECT GRATITUDE. Working without anticipating recognition is the most severe test a person willing to serve in the ghetto has to face.... Herein lies the test of the mettle of a man and of the best of his many mixed emotions: Can one serve (relatively) selflessly on behalf of others with only a bare minimum of gratitude and acknowledgment of his efforts?

....above all,resist the temptation to seek recognition or publicity at the expense of the work which you are really trying to do....

DO YOUR HOMEWORK. Far too rarely do persons of "liberal" persuasion ever take the time to find out what is really going on and to develop skills for the best possible role that they can play.

....what is needed is for a worker to select one particular ghetto concern as his "field," and then pursue it by four simple procedures: a systematic review of the daily press, a few letters or phone calls seeking additional information (which when received he should take the time to read and understand), attendance at relevant meetings and a moderate amount of library work....The question about working in the ghetto is whether one has enough commitment to what one is doing to bother to do it well....

BE AWARE OF RACIAL DIFFERENCES, BUT DON'T BE ENSLAVED BY THEM. Three distinct stages of development mark the attitudes which Americans have toward race relations. The first of these is that of white supremacy, an attitude unfortunately very prevalent across the country. Unfortunately, too, this is an attitude inculcated into people of both races, not only those whites who have bred it, but many Negroes who have been subjected to such an inferior

lot for so long that they have internalized attitudes of subservience and hopelessness in the face of white authority and "the Man."

The next stage is that of "integration." This stage is characterized by attitudes of "black and white together" and "we shall overcome," of equal opportunity employers, of "quotas" in our schools and industries, and by a rising concern by white "liberals" for the Negro "cause."

....the ghetto...is slowly learning to rely upon itself to achieve in the white world, and...is even determined to succeed as black people vis a vis the white world if this be the only way open. Thus "Black Power" is a slogan which rings with pride, not only to the militant, but to many others who need no longer feel ashamed of their color and their heritage.

In these circumstances, the worker who comes to the ghetto today must reach a third state. He must be prepared to acknowledge racial differences but must resist being trapped by them. He must acknowledge that race is a factor, but that it is not the only one. And if he is white, he must always be aware that he doesn't belong, and never quite will, no matter what....

Integration...is no longer the primary objective, especially if it comes at the expense of better jobs, decent housing, or equal education. Integration ...is still a worthy objective, but if the choice is between second-rate integrated housing (or schooling or health care) and first-class housing, etc., in a segregated facility, most will opt for the second situation -- and hope that integration will come later.

Finally, one of the traps we must avoid is using race as an excuse -- for any number of misdeeds. Very often racial heritage is a contributing factor for much social (or anti-social) behavior, but that still does not make it an excuse....

The problem is to try and accept people as they come, as persons and not images or stereotypes, on ther own merits or demerits, without being unaware of differences in background or attitude which may exist between peoples or different skin colors. The trick is to consider as many factors as possible, without either denying or succumbing to the obvious.

BE THE PERSON THAT YOU ARE. Nothing communicates as quickly or as negatively to the ghetto resident as phoniness on the part of the person who is supposed to be helping him. Often this phoniness is not a deliberate attempt to deceive, but may be an attempt to condescend or to even identify with the Negro living in poverty. In any case, though, such deceit is wrong. The most authentic criterion for working in the ghetto, no matter who you are, is just that: be authentic, be genuine, be yourself....

A person's best asset is to be authentic, and not to be always "playing games" with other people. (The risk that is run here, however, is that if a person is being authentic with himself he may have to acknowledge that he belongs somewhere else!) But equally important is that the person not flaunt what he is. If a person is middle class, then it is ridiculous to

present himself as a lower class ghetto person. However, it is equally as distasteful for him to flaunt the symbols of middle class society which he enjoys in the face of others to whom they are denied. If a person is educated, then there is no reason to attempt to prove differently, either by excessive use of poor grammar or some other gimmick; on the other hand, there is no cause at all for pedantry about one's educational blessings.

Can a white person help effectively in meeting ghetto problems? As indicated above, both the white and the Negro are suspect when either comes anew into a ghetto. What ghetto residents watch to see is how the newcomer conducts himself. Anyone working in these situations has to be honest enough with himself and with others to expose his vulnerabilities and then go on from there, rather than always being defensive and protective of himself....

Reproduced from C-CAP Presents Excerpts from Workers in the Ghetto, The Rev. W. Evan Golder, West Oakland Christian Parish, Oakland, California 94607

THE STUDENT AS NIGGER*

by Gerald Farber

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there, we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a niggerlover. In at least one building, there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty love-making. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 per cent effective.

Students at Cal State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections -- their average age is about 26 -- but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" -- and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out -- each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish

* Reprinted from DAILY BRUIN SPECTRA, Tuesday, April 4, 1967

he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day, another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of that in his class. The class, incidentally, consisted mostly of high school teachers.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age, we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you *a* noun is a person, place, or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been ever since.

What school amounts to, then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistent underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others -- including most of the "good students" -- have been more deeply brainwashed. They swallow the bullshit with greedy mouths. They're pathetically eager to be pushed around. They're like those old gray-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

"The Student as Nigger"

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State, these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve on their pitiful economic status. In California state colleges, the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors who know perfectly well what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and,

furthermore, that teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate, teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say -- or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim -- any time you choose -- you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear -- fear of the students themselves. After all, students are different just like black people. You stand exposed in front of them, knowing that their interests, their values and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And worst of all, you make your own attainments seem not accessible but awesomely remote. You conceal your massive ignorance -- and parade a slender learning.

You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms. Work them out, it's not hard. But in the meantime, what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing, damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier word, you can only program them.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others got tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogues and they could put the grading system in a museum. They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at -- a "field of action" as Peter Marin describes it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons -- their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it.

APPENDIX C

"Beachhead College" Spring Term Projects & Number of Students Involved

1968

1. Demographic survey with Albina Neighborhood Service Center for Model Cities
2. Demographic survey with PACT Inc., for Southeast Portland
3. Help in establishing E-CAP Non-Profit Housing
   4 students received 15 quarter hours each
   15 students received 5-10 quarter hours each

1969

4. Survey of food prices of 135 food stores for six weeks with Oregon Consumer League
5. Market planning with Albina Corporation
6. Demographic survey with a neighborhood improvement project/ with Buckman Community Action Center
7. Help in establishing Eugene Non-Profit Housing Corporation with four churches
   7 students received 15 quarter hours each
   12 students received 5-10 quarter hours each

1970

8. Study of types of corporations engaged in FHA 236 multifamily housing with non-profit corporations in Portland
9. Formation of a Co-op food store with residents of Goose Hollow in Portland
10. Help in establishing a Neighborhood Youth Care Center with Centennary Wilbur Methodist Church, Portland
11. Help in establishing PAD, Inc., with Presbyterian Churches
12. Survey of vacant church-owned land with Highland Community Center, Portland
13. Aid in management of E-CAP Non-Profit Housing and Eugene Non-Profit Housing
14. Survey of honesty of T.V. repairman with Salem Capitol Journal
    9 students received 15 quarter hours each
    3 students received 5-10 quarter hours each

1971

15. Community readiness survey for greater variety in public schools with Eugene Public Schools
16. Survey of honesty and competence of auto repairmen with Oregon Consumer League
17. Study of Multilevel Distributors with Multnomah County District Attorney
18. Assistance in Elementary School Environmental Education with Boise Elementary School, Portland

19. Preparation of a T.V. Special with KATU-TV, Portland
20. Community organization with East Multnomah County CAP
21. Community organization with Portland Action Communities Together

12 students received 15 quarter hours each

13 students received 5-10 quarter hours each

APPENDIX D

A List of Possible Projects for Spring, 1971

(Distributed at first class meeting, January, 1971)

1. Feasibility study of solid waste recycling plant - see Larry Salmony and Jack Foster
2. New towns in Oregon - see Jim McGoodwin
3. Feasibility study of geodesic domes - see Dave Anderson
4. Business assistance - Evaluation of Non-Profit Housing in Portland - see Ann and Tom Walsh
5. Study of need for more classrooms in Oregon - see Romney Cooke
6. Study of alternatives to required public school in city (Voucher System) - see Libby Evans
7. Study of cost cutting possibilities in Oregon Higher Education - see John Wish
8. Help in re-establishing a Food Co-op for Portland State University students - see Stan Amey
9. Study of Portland air pollution from autos, what can be done - see Terry Mentzer
10. Future of commercial business in Albina area of Portland - see Sam Johnson of Model Cities
11. Competition between hospitals in Portland - see ???
12. Survey of honesty of weights of meats in Portland food stores - see Bob Cook
13. Survey of honesty of food advertising in Oregon - see Nader FTC study, Bob Cook, Marcia Mellinger, see also Robert Choate speeches
14. Feasibility of No Fault Auot Insurance in Oregon - see Sen. Betty Browne, see also Department of Transport documents
15. Campaign GM, Round # ? - see John Wish or Geoffrey Cowan
16. The wealth of churches in Portland, Oregon or of a denomination in the U.S. - see John Wish
17. YOU FIND SOME WORK THAT NEEDS DOING WITH SOMEONE IN PORTLAND

APPENDIX E

The Notice of Motion Resulting in Acceptance of the Experiment as a Regular Course Sequence

April, 1970

TO: College of Business Administration Faculty

FROM: John R. Wish, Associate Professor of Business

SUBJECT: Notice of Motion: Assignment of Regular Course Numbers

MIT 390 - 3 hours - Consumer Problems of the Poor I

MIT 409 - 5 to 15 hours - Consumer Problems of the Poor II

Preamble

This is the course sequence that has been taught winter and spring terms for three years. Enrollment in the first course has been restricted to 25 students. There have been 25 students each winter term.

Course Description

MIT 390 - 3 hours - Consumer Problems of the Poor I

This is a radical, and critical look at consumer problems of the poor to determine what field study or experimental action programs are to be undertaken.

The instructional objectives are:

1. To become aware of selected consumer problems through study of library sources such as: Caplovitz, Poor Pay More, Sturdivant, The Ghetto Marketplace, Kaiser Commission, A Decent Home

2. To become aware of one's own strengths and weaknesses through common experiences of books such as: Gilkey, Shantung Compound, Kim, The Martyred, Keasey, One Flew Over the Cuckoo's Nest

3. To find a job that needs doing and obtain a request to do it. This is accomplished through field trips to the area where we will be working.

PASS/NO PASS ONLY

John R. Wish CBA Faculty Notice of Motion

MIT 391 - 5 to 15 hours - Consumer Problems of the Poor II

Prerequisite: MIT 390 and written invitation from an organization.

This course IS NOT TAUGHT on campus. The course occurs on site. The work is project oriented and based on in-field experience. This course is a part of a forthcoming "Beachhead" Educational Unit. So far, students in this course have:

- conducted market surveys
- helped research and write neighborhood development plans
- formed non-profit housing corporations
- worked on campaign for corporate responsibility
- conducted research and planning for a general store style of food co-op

In conjunction with the instructor, students arrange for their own living conditions. Usually they decide to live together. The instructor spends one or two complete days and nights with them each week.

Instructional objectives:

1. Completion of the agreed upon project. The instructor accepts the grade recommendations of the organization with whom the students work as well as student peer in determining the final grade.

GRADED OR PASS/NO PASS

Students from across the campus have found this course sequence interesting, challenging and useful. I therefore move that MIT 390 and 407 be assigned these two courses.

Action Taken

1. Approval recommended by vote of the faculty of the College of Business, Spring, 1970.
2. Approval recommended by vote of the faculty of the University of Oregon, Fall, 1970.
3. Approval granted by the Oregon State Board of Higher Education, Winter, 1971.

APPENDIX F

"AACSB - Western Electric Fund Award Winner"

"The first AACSB-Western Electric Fund Award was presented at the banquet of the Association's Annual Meeting, May 5, 1970. Recipient of the award of $5,000 for "Beachhead College" -- Student Resident Faculty Research, is the College of Business Administration, University of Oregon. The individual award of $1,000 was presented to Dr. John R. Wish.

"In this project, a group of students live and work in a community for college credit. The idea is to get young people outside the protective university environment and into the real world while they are still students. The objectives of "Beachhead College" are met in a two-quarter course: first quarter, a three-credit class, Preparation for Field Work; second quarter, the fifteen-credit Field Work Experience. The project has now completed its third year, and has introduced suburban residents to the realities of the inner city."

--- AACSB Bulletin, Volume 7(1):59, October, 1970.

APPENDIX C

Course Syllabus for the First of a Two Term Sequence That Grew Out of the Successful "Student Faculty-Resident Planned Field Research"

MIT 407 Fall, 1970 - 3 Hours

"Marketing and Corporate Responsibility"

by John R. Fish - 107D Commonwealth

with: Val Anderson, Romney Cooke, Bob Frank, Greg Gudger, Terry Mentzer, and Al Tetrick

Background:

The large corporation, the large government agency, the large university, and their associated industry lobbying groups have available a concentration of resources which allows them to buy the best talents and to hire armies of experts to prepare and present their products and services. It is in the self-interest of the bureaucracies to present their story of what they are doing in the most favorable light. Given the preparation of this army of experts it have become rather difficult and perhaps impossible for the part time buyer or interested citizen to make rational decisions about the bureaucracy's products or services.

In short, we seem to be moving rapidly the the Orwellian prediction of the 1984 society.

The Goals of This Course:

1. Nader's Raiders have provided us with a successful model of investigations. We will learn about their methods by reading and discussing their hard-hitting reports.

2. Beginning tonight you will be assigned to your own investigative team.

• Higher education is moving toward a more monolithic state-controlled system. Higher education is coming under increasing criticism for its costs and its results. How is it really functioning in Oregon? What would be the effect of the voucher system? What would happen if we suspended classroom construction for a time? Should there be other sources of degrees? How can we lower the cost of higher education?

• Chevron-Standard Oil of California recently introduced an additive, F-310, which they claim significantly cuts air pollution. Does it? Or, is it a big promotion gimmick? Can we expect that gasoline additives will solve the pollution problem caused by the internal combustion engine?

• The food processing industry through its trade association and its individual firms is spending more on advertising, marketing, and packaging than it did 15 years ago. The anomaly is that during these same 15 years the percent of families with "good" diets decreased. What evidence is there that added advertising and sales effort caused the drop in nutrition?

OUR GOALS ARE TO BEGIN ANSWERING THESE QUESTIONS THROUGH NADER'S RAIDERS TECHNIQUES

I'd guess some of you will want to continue working on these studies in Winter and Spring Terms. My hope is that we can do a monograph about our work, something like the Nader's Raiders books. Let me read you a letter from a book editor: _____.

To be "successful" we will have to:
1. pay scrupulous attention to the facts,
2. concentrate on a few important issues, and,
3. differentiate ourselves (that's a marketing term) from others.

Grading

Forget you are in class, if you can. Write me a contract of how you fit in and then providing you read and understand the three books and have fulfilled your part of the contract you will pass.

I am responsible under faculty legislation for turning in a grade. I am willing to accept the following inputs into the grade: 1/3 by me, 1/3 by you and your peers, 1/3 by outside evaluators who will judge your presentation at the end of the course.

I would guess you'll have to spend 80-120 hours total on this course. The course should be interesting but more time-consuming than usual. Assume you are at work in the real world.

Why is This Marketing?

It's a study of promotion, distribution and exchange of certain products and services and that is marketing. Some limit marketing to the "selling" of products produced for profit -- although that is part of marketing, it is not all of it.

Need Help?

a. I will be available Wed. P.M. and Thurs. A.M. most weeks at 1079 Commonwealth. See sign-up sheet on my door.

b. Romney Cooke, graduate librarian, is available to help your team with its research problems each Mon., 3-6 P.M. at our office in Wesley Center.

c. Al Tetrick, research associate, is available each Tues., 9-12 A.M. at our office in Wesley Center.

d. I'd suggest each group form a formal or semi-formal organization.

Bibliographies:

Are coming and will be ready for you on or before Oct. 6.

Team Assignments:

Each person will be assigned to a team on the first night of class. If you want to switch, you find someone to trade with. You can switch to another group subject to the approval of your team leader.

TEAMS

Leader	Ronney Cooke	Terry Mentzer	to be chosen
Topic	Education	F-310	Nutrition & Advertising
Meets	7:30 AM Thurs. 1 Oct., 22 Oct., 12 Nov., 3 Dec.	7:30PM Thurs. 8 Oct., 29 Oct., 19 Nov., 10 Dec.	12 noon Thurs. 15 Oct., 5 Nov., (Weds., 25 Nov.), 10 Dec.
Read	Interstate Commerce Omission, by Oct. 6 Meaning of 20th Century, by 20 Oct. Fuller and/or Roszak, by 1 Dec. Nader Report on the FTC, by 10 Dec.	Vanishing Air, by Oct. 6 Two Factor Theory, by 27 Oct. Fuller and/or Roszak, by 1 st Dec. same as Ed. Group	Chemical Feast, by Oct. 6 Theobold, by 3 Nov. same as F-310 group same as Ed. Group

APPENDIX H

"Oh Hell What the Hell Said McNatt and Flew his Plane Into the Mountain"

by Phillip Salgado

The grade standards of this class seemed reasonable enough; each person was to turn in a diary of his day-to-day experiences in Portland, a copy of his handiwork, and a paper that 1.) proves he was in Portland, 2.) Relates his experiences in the City of Roses to the riot centers in the Kerner Report, and 3.) provides a statistical analysis of some data obtained in the survey. Reasonable, indeed relaxed, standards that should easily be met by a class treated to the kinescope martyrdom of Dr. Martin Luther King and Senator Robert Francis Kennedy.

I have not met those standards because a great deal of my experience in this class defies those guidelines. I tried to keep a diary of my experiences in Portland but could muster no more than a few statements that, to my embarrassment, seemed to cover my contribution completely. Only one copy of my (our - Gale and I designed the Albina Questionnaire) handiwork was made and was not approved by Coldon Brown and Frank Fair until I had left Portland. The Kerner Report has little relation to my experiences in Portland as I spent my 11 days there in the EASTCAP office and the Crowe's upstairs bedroom.

I stated in my final paper for this class last term that I expected to learn more from the actual experience of living and working in Portland than from the reading I was to do here. I did. Living in Portland and working on that survey was in some ways so frustrating that it payed not to know what was going on because that information only interfered with your ability to perform your work and understand its meaning. I tried to keep abreast of things while I was there and soon learned that asking questions only frustrated me and those around me.

Of all my experiences in this class my days in Portland seem the most fruitful, and of all my memories of Portland those surrounding the death of Dr. Martin Luther King are the most intense. I remember thinking well, they finally did it... they finally blew him away... what the hell do I mean they?... I remember Doris crying and saying the ghettoes would really blow up now and driving into Albina to see if she was right. Rumors of mob violence and huge rumbles were being passed by phone and that little FISH girl parrotted them all. Mrs. Crowe, a door-knocker for the Albina Community Service Center (I was afraid to ask what her husband did) said The Good Lord never lets us keep men that are too good for us and amened when Sammy Davis Jr. and Whitney Young condemned the Ghettoes revenge. McDonalds, Lidios, Union Avenue, Mississippi Avenue and the other main drags of Albina were deserted and somehow I just knew that those people weren't all

in their homes. The singing at the Mount Olivet Baptist Church was disappointingly bad that Sunday and Reverend Jackson thanked the Lord he was a Christian because only his faith in God kept him off the streets. I sat stunned as I watched Christianity do exactly what Stokely Carmichael said it did -- keep black people in the ghetto. I also noticed that Cale and I were the only young unattached adults in the whole place. Black men and women between the ages of 18 and 25 were conspicuous in their absence.

I have started this paper several times and destroyed each attempt. I have too much to say and feel and too little to say it with and not enough time to say it in. This class has been my first experience in community action and in many ways has proven too much for me. I lost a great deal of innocence in this class, and was awakened to much more. I learned what was going on and of my own disgusting inability to act. It has helped me to see who I am and where I am going by showing me who I am not and where I am not going. It has taught me how to learn, and given me impetus to learn on my own. I have found defects in my person that I must deal with and have been shown an area in which I can relate myself to the business world and to the future of my country.

APPENDIX I:

Examples of the Two Reports

COMPARATIVE FOOD PRICES

PORTLAND, OREGON
APRIL - MAY 1969

A REPORT TO THE OREGON CONSUMER LEAGUE

BY

VICKIE ABEL, BOB HYATT et al

of the UNIVERSITY of OREGON

FOREWARD

We, Vickie Abel and Bob Myatt, wish to express our thanks to the members of the Oregon Consumer League for all of their help and co-operation which made this survey possible. A special thanks goes to our Professor, Dr. John Wish.

INTRODUCTION

Families with the least income -- those who can least afford it -- seem to be subject to higher prices and various kinds of shady commercial practices. Sometimes food prices have been found to be higher in lower income areas. Many persons have felt that prices are higher in low income areas of Portland. The survey reported below was the first scientifically designed research conducted in the Portland area to substantiate or disprove these rumors.

In February, 1969, the Ad-Hoc Police-Community Relations Committee and the Oregon Consumer League enlisted the aid of a group of University of Oregon students to help initiate and conduct an investigation of the food pricing practices in the Portland area.
Specifically the allegations to be answered were:

1) "Individual stores within the chains are not consistent in their pricing policies in low income areas."

2) "Prices are higher in low income areas."

3) "Prices rise on the days of the month that welfare checks are issued."

SURVEYS IN OTHER CITIES

In response to complaints of low income persons, a number of studies have been conducted concerning food prices. Let's look at some of them.

National Commission on Food Marketing[1]

The National Commission on Food Marketing contracted with the Bureau of Labor Statistics of the United States Department of Labor to do a comparative Food Prices Survey. The survey was instituted to investigate the charge that poor people pay more for food products than do people of higher income levels. The survey was conducted in six major United States cities: Atlanta, Houston, Chicago, New York, Los Angeles, and Washington, D.C.

Bureau of Labor Statistics agents priced stores in specifically low income areas and in definite higher income areas of the cities. The agents requested permission of store owners and announced when they would visit. Fifteen stores in each of the income areas were surveyed. Three types of stores were priced; chain stores, large independents, and small independents (small--less than $300,000 yearly sales volume). Chain stores with outlets in both income areas were especially pegged for pricing to determine universal pricing was employed for all areas of the cities. The survey ran between February 21 and 25, 1966 with agents being instructed to try and complete pricing Monday, Tuesday or Wednesday.

Agents priced the same brands in all stores of both income areas. Where a standard brand was not available agents priced a brand of similar weight or quality. The brand used for pricing was determined by the volume in which the product was sold by the market. That product sold in the greatest volume was deemed the product to be priced. Averages were taken of prices used by both chains and independents. Eighteen products were priced. They were:

flour	chicken	lettuce
bread	fresh milk	potatoes
steak	evaporated milk	canned peas
ground beef	margerine	sugar
pork chops	eggs	coffee
bacon	grapefruit	cola drink

Besides food product prices, agents were instructed to investigate conditions of these stores.

Bureau of Labor Statistics people concluded that 1) there was no significant difference in higher and lower income area food prices; 2) prices in small independent stores (predominant in low income areas) tend to be higher; 3) people in low income areas tend to buy products in smaller quantities at higher cost than do people in higher income areas; 4) stores in low income areas tend to greater disorder and poorer physical appearance than those in higher income areas; 5) fresh meat and produce in low income areas tend to appear less fresh and wholesome than in higher income area stores.

---

[1] Special Studies in Food Marketing, Technical Study No. 10, National Commission on Food Marketing, USGPO, June 1966

CRITIQUE: A. The survey ran only 3 to 5 days during one week.
B. The survey included only 30 stores in each city, and was not a random sample.
C. No allowance was made for quantity of food consumed.

Newark Price Comparison Study[2]

The riots in the summer of 1967 in Newark, New Jersey, brought up many questions, one of them was the food prices in Negro ghetto areas. The claims, issued by residents within the ghetto, which this study was to prove were:
1) the ghetto residents pay more for food, and 2) the supermarkets in ghetto areas jack up their prices.

The items on the pricing lists were standardized for size, weight, and grade. There were forty items in the fifty store study which was conducted during only three days of one week. All items that were found to be on sale were discounted from the survey.

The conclusions that the study reached were that the ghetto residents must pay more because: 1. there are fewer supermarkets in those areas; 2. many from ghetto areas must use credit which is extended by the small independent stores; 3. the ghetto housewife does not have a car available to travel to areas where food prices are cheaper. This study made no attempt to compare the prices of the chain supermarkets compared to the independents.

The question of the ghetto residents being cheated is more difficult to answer. The study showed that the chain supermarkets do not vary significantly in price and that some of the smaller independent stores did not mark prices or give receipts.

The unavailability of chain stores was noted in the Newark area because the ghetto has one supermarket for every 9,883 persons while the suburb has one for every 6,170 persons.

CRITIQUE: A. The survey ran only one week.
B. The survey included only 50 stores.
C. No allowance was made for quantity of food consumed.

The Economic and Business Bulletin[3]

In response to charges of price discrimination of the poor and to the riots in the inner cities of the United States, Temple University conducted a food price survey during the week of November 13,1967, in Philadelphia, Pennsylvania. Specifically, the hypotheses tested were: 1) prices rise when welfare checks are distributed. 2) Prices in supermarkets are higher in low income areas than in higher income areas. 3) Prices in small neighborhood stores are higher in low income areas than in higher income areas.

---

2 Newark Price Comparison Study compiled by the Office of Consumer Protection, Paul Krebs-Executive Director, August 1967

The study followed the methodology of the BLS study by defining income areas in terms of the "annual median family income reported in the 1960 Census of Population." The low income census tracts were defined as those falling in the lowest octile or below $4,182.00. The study was confined to the core of the North Philadelphia Inner City, covering 16 census tracts with a population of 125,000. All retail outlets carrying a full line of grocery items were identified from which 81 "neighborhood" stores and 3 supermarkets were included in the sample. Retail outlets in the higher income areas were also identified and 72 "neighborhood" stores and 84 supermarkets were chosen to be representative of the higher income area.

A list of 20 items was compiled to be representative of the food budget of low income families. Sizes and brands were specified whenever possible, and substitutions were made if the specified brand or size was not available.

The study was conducted during the week of November 13, 1967. Half the observations were made the first three days of the week and half during the last three days of the week. There were no appreciable changes found in prices after welfare checks were issued, nor was there a difference between prices in the inner city supermarkets and the higher income area supermarkets. However, since the supermarkets in the low income area represented less than 10% of the total food sales, it was assumed that the greatest portion of sales was in the "neighborhood" stores. Although prices were higher in small stores than in supermarkets throughout the city, the hypothesis of higher prices in the inner city could not be supported when using comparable retail outlets. The prices were higher in neighborhood stores in higher income areas than those in low income areas. However, when comparing supermarkets in higher income areas with neighborhood stores of low income areas prices were considerably higher in the low income area outlets.

House Report No. 1851, Consumer Problems of the Poor[4]

The Committee of Government Operations has published a report entitled "Consumer Problems of the Poor: Supermarket Operations in Low Income Areas and the Federal Response." This report is a summary of hearings held in New York, St. Louis, and Washington, D.C., during October and November, 1967. The committee attempted "to determine only whether there is evidence of any

---

3 The Economic and Business Bulletin, of Temple University, Vol. 20, Spring, 1968 Do The Inner City Poor Pay More for Food?, Donald F. Dixon, Daniel C. McLaughlin

4 Consumer Problems of the Poor: Supermarket Operations in Low Income Areas and the Federal Response; House Report No. 1851, 90th Congress, 2nd Session

inequity in the system whereby food is sold at retail to consumers living in low income areas; and whether Federal programs concerned with these problems are sufficient."

The investigation was aimed at discovering unethical practices of chain stores which would place an excessive burden on the low income consumer. The committee found evidence of higher prices and poor quality in retail outlets in low income areas along with inadequate enforcement of official company policies of uniformity throughout all outlets of the individual chains. The committee also discovered certain practices and conditions which would contribute to the high dollar outlay for food in the inner city. These included a lack of "competition for the food dollar," human error in pricing, inexperienced personnel employed by low income area supermarkets, problems of theft and high overhead costs because of insurance rates.

Representatives of the supermarkets denied the allegations of higher prices, lower quality, the practices of raising prices after welfare checks were issued, and the sale of goods above the advertised prices. It seems that the most often mentioned possibility to explain price differences was human error, a phenomena which cannot be traced or proven to be a cause of differences.

The study and reports which formed the basis of the committee's investigation were confined to only a small number of stores, over a short period of time, and included only a few of the many items carried by a supermarket. While the chain stores denied the truth of the allegations of the studies, the persons responsible for the reports continually supported the validity and reliability of their survey.

The investigation clearly shows the complexity of the problem of price and quality differences in retail food outlets. However, absolute proff of deliberate price discrimination was not found to form the foundation of action against any specific chain.

"Do The Poor Pay More?"[5]

This report was the end result of a combination consumer habits and comparative price survey done in the summer of 1965 by Professor Charles Goodman of the University of Pennsylvania. The studies were instituted at the request of the Philadelphia Redevelopment Commission to study the possibility or the advisability of including new supermarkets in redevelopment areas. This investigation into consumer practices and price investigation was decided upon due to charges that the poor pay more for food. The greater part of the report is devoted to consumer habits rather than the price survey.

---

5 "Do the Poor Pay More?", Journal of Marketing, January, 1968

The consumer habits study was conducted (along with the price survey) in a specific area of Philadelphia, Pennsylvania. This area is one marked for removal of private housing and the introduction of public housing. The study area is not of a poverty level by the federal government standard, with the median income falling in the $4000.00-$5000.00 class. The consumer habits study dealt with mainly the following questions: a) consumer habits, b) what kinds of stores do poor shop, why? c) to what degree do the poor make use of credit and home delivery, d) how do prices in low income area stores compare with stores in higher income areas, e) how good is the poor consumers' conception of prices in different stores, f) how do public housing dwellers compare with private home owners in shopping habits.

Information gathered as to where people of the area shopped allowed the price surveyor to pick the stores to price (knew where majority of the residents shopped).

The price survey was run on twelve stores in Philadelphia, all of which were either in the survey area or were within ½ mile of the area. The surveyor (there was only one) priced some 72 items in the stores, the survey time being "a short period of time." The items were taken from the Pennsylvania Welfare Departments food list of the eleven nutritional categories the store could fill. The types of stores priced were chains, large independents, and small independents. The method of pricing was to follow the cheapest brands of products in the specified size in the markets with no regard to quality and volume of sales of the product. Where data was not available on a product, i.e., out of stock, a 'shadow price' was computed. A shadow price is decided upon by the average of prices of products in other stores in the vicinity (in other words, the price is 'made up'). A market basket of products was made up to determine closer what the consumer was paying for food in the survey area. The market basket is merely a list of foods commonly found in or purchased by a consumer.

A short summary of the price survey is as follows:

1. The poor shop at competitive stores rather than local convenience stores; therefore, they do not pay more for food.
2. Small higher priced convenience stores are used almost entirely for supplementary purposes and not for regular shopping.
3. Medium sized independents had prices comparable to city wide chain outlets.
4. Use of marketbaskets to figure food price levels had no effect or rather no significant effect on price relatives.

CONCLUSION:

This price survey draws conclusions (poor do not pay more, etc.) which this reporter feels to be lacking in sufficient basis. This statement is based on the following: a) author priced only 12 stores, b) survey was run in a limited period, c) survey was made in an area that does not fall into real 'poverty' classification, d) stores priced were all within the general vicinity of the control area, e) author based allegation that poor do not pay more on basis that they shop at the larger stores in the area and not a small high priced store in area -- this does not compare prices in high income areas, f) survey used shadow price -- which amount to fabrication of prices -- method; using average prices from other

stores in the area to come up with a price. If all of the prices had come from a single chain, it would be acceptable, g) survey did not account for quality or for volume of sales of particular brands, and relied upon the lowest prices product for the size used. This seems faulty in that it would be more credible if the author had chosen the product that most survey respondents had indicated or those with most facings.

An admirable quality to the survey in the eyes of the reporter is the fact that the consumer survey included the data on the number of people who used route deliveries for milk and bread. The addition of this data is important in that it adds credibility to the entire pricing. Other surveys have failed to allow for this variable or at least have not actually figured the percentages and added them into their products.

COMPARATIVE PRICES OF A MARKET BASKET IN PHOENIX

This study was done in July, 1968, by a marketing class at Arizona State University. The price survey was conducted in the metropolitan area of Phoenix, Arizona, to test the allegation that the poor pay more for food than do people of higher incomes. The class also tested the idea that different types of stores, chains, independents, etc., charge different types of prices. The pricing was done on two different occasions to try and find a difference in prices at different times of the month. The methodology used was rather simple.

The class used a survey area designation divided by a local newspaper which divided the entire metro area into nineteen statistical divisions. Each division, like a census tract, had a designated income level. This allowed students to make sure that they had a certain number of kinds of stores in each income area. The medium income of the metro area, $7757.00, was used as the cut-off line for high, medium, or low income (where the difference between medium and high was not indicated). The pricing was done on a market which students figured to take up probably 55% of retail grocery sales in the area.

The researchers originally picked twelve of the nineteen areas to survey. They dropped part of the metro area (Scottsdale) due to an exceptionally high medium income level. In the end the students were able to survey ten of the twelve statistical areas. Originally the students were to have done seventy-two stores, six in each of the twelve areas. Evidently the students only priced sixty (not clear as to how many were actually priced). The selection criteria for stores and areas was that each of the areas should contain at least two chain store outlets (in each area) to check to see if the independents were higher prices than the chains, and at least one small independent store in each area. A market basket with eighteen items was employed in the pricing.

The market basket used in pricing was as follows:

flour	milk	orange juice
corn flakes	cheese	peas
bread	butter	margerine
pork chops	bananas	sugar
frying chicken	potatoes	chocolate bar
tuna fish	fruit cocktail	coffee

Along with the price, standard weight, volume leader explanations, actual weights, price, and multiple unit were collected and investigated. The price data was collected on two days, July 5 and 12, 1968. Both of these dates were on weekends. In all 2376 useable prices were collected. Conclusions to the pricing:

The write up of this survey is rather difficult to understand in places, however, the important conclusions of the surveyors are that the poor do not pay more for food in Phoenix than do people of higher income in that city. The findings of the market basket research indicated that the poor pay less in most cases and more in one case (by statistical area) than do those of higher income. Secondly, the survey found that independents are a bit higher priced than the chains in the metro area.

CRITIQUE:
A. The survey was not run long enough.
B. Pricing was done on a weekend both times.
C. It did not elaborate on whether chain stores used universal pricing.
D. It did not specify any quality on the survey.
E. They did not use standard brands for chain stores.

CONCLUSION FROM OTHER STUDIES

A. Pricing usually done for only one week and frequently during the early part of the week even though most shopping takes place on Thursday, Friday, and Saturday.
B. Pricing has usually been conducted in but a few stoees so it is difficult to generalize.
C. Usually no allowance is made for differing amount of commodities consumed.

In general, the results of the studies in other cities are inconclusive. Critics say that prices do differ while food retail executives defend their prices. The critics were frequently unable to defend their methods since they used untrained persons, working in a new area only once. On the other hand, those survey conducted by professionals were frequently handled in a way that critics could say altered the retailer management. No comprehensive and scientifically based survey had been conducted in Portland in recent years.

Allegations of pricing discrimination have been circulating in Portland for some time, but until now nothing has been done to substantiate or disprove these rumors.

METHOD USED

In February, 1969, the Oregon Consumer League asked the aid of a group of University of Oregon students to initiate and conduct a full scale investigation of the food pricing practices in Portland. Specifically the allegations to be investigated were:

1) food prices are higher in low income areas than they are in high and middle income areas;
2) the chain stores are not consistent in pricing in relation to different locations of the city;
3) prices rise on the days of the month that welfare checks are issued.

This survey was co-ordinated and directed by two University of Oregon students who devoted their full time to this survey from April 1, through June 15. Three more students participated in the survey part time. Some seventy Oregon Consumer League members were involved directly with the survey as substitutes. Pricing assistance was also provided by Lake Oswego and David Douglas High School students, Portland Community College and Portland State University students. (See Appendix A for names of workers.)

The project encompassed the surveying of 135 stores every Thursday for five consecutive weeks. The list of grocery firms was obtained from the Portland Metropolitan area phone book. The list of grocery stores were chosen from the population of 470 retail grocery stores. Because of the allegations, the sample was heavily weighted with stores from the five established chains Safeway, Kienows, Albertsons, Tradewell and Fred Meyer, totaling 64 stores. There were 71 other stores including independents and small chains. (See Appendix B for store locations.)

The entire sample of stores was separated into one of three size categories; small, medium, or large, by the number of cash registers which is a rough indication of sales volume. Stores with 1-2 cash registers were categorized as small, 3-4 as medium, and 5 and over as large.

Another breakdown was done, only this time to the metropolitan area itself. With the aid of the 1960 census tract information the city was divided into thirds by income levels. High $13,604 to $6,827; Middle, $6,826 to $5,926; Low $5,925 to $3022.

In each of the stores 37 items were priced. The items were chosen to represent a broad category of foods that the average family buy. The specifications of size and quality followed closely those used by the Bureau of Labor Statistics in their Consumer Price Index.*

---

* Mr. Milton Kennan of San Francisco office of BLS was most helpful in the development of standards.

The items priced are listed below. The specifications are given in Appendix C.

bananas	pork chops	milk	orange juice	peas
oranges	bacon	2% milk	TV dinner	peaches
carrots	frying chicken	evap. milk	flour	tuna fish
lettuce	bologna	eggs	sugar	grape jelly
potatoes	hot dogs	margerine	cheerios	ketchup
tomatoes	round steak	hamburger	rice	baby food
canned tom.	coffee	bread	kidney beans	soup
blitz beer				

Each of the 37 items were weighed by average quantity consumed per week per household in Western United States in 1965 to determine the average price paid for each commodity in each store. (See Appendix D for more complete description of the market basket.)

STORE LOCATIONS

As can be seen from table 1 there are slightly fewer chain stores in the low income areas. With the exception of Albertsons the chains are fairly well represented in low income areas. Out of a total of 17 stores in the Metropolitan area. Albertsons has but one store located in a low income area. Tradewell on the other hand, has 50% of their stores in low income areas.

TABLE ONE

Percent of chain stores by location within given income areas

	low	middle	high	total
Safeway	32%	42%	26%	31
Kienows	33%	25%	42%	12
Albertsons	6%	53%	41%	17
Tradewell	50%	50%	0%	10
Fred Meyer	26.5%	26.5%	47%	15
Overall chain store location	28%	40%	32%	
N=	24	34	27	85

Table 2 shows where the stores that were in the sample are located. The numbers parenthisized in the "other store" category are those for which price data was gathered for at least four of the five weeks.

TABLE TWO

Stores in sample by type and by income of area

	Low	Middle	High	Total
small other	22(12)	18(17)	12(11)	53
medium other	3(2)	2(2)	2(2)	6
large other	2(2)	4(4)	2(2)	8
Safeway	8	10	6	24
Kienows	2	4	3	9
Albertsons	1	5	6	12
Tradewell	4	4	0	8
Fred Meyer	3	4	4	11
Total in sample	45	51	35	131
Total respondents	34	50	34	
% of stores by income level	29%	42%	29%	

While pricing was completed for all chain stores, it was completed only for 12 of the 22 small stores in low income areas. Our interviewers were asked to leave in 17 of the stores, and three stores were too small (carried less than 50% of the products to be priced). It is possible that prices in small stores in low income areas where pricing was refused were higher than those in the sample that were completed.

Out of seven stores that refused to priced, four were (or 57%) were located in Albina. Albina is a low income area with approximately 10% of Portland's population. Such behavior by store owners is suggestive that prices are even higher in low income areas.

FINDINGS

Allegation: Chain stores are not consistent in their pricing policies within individual stores of the same chain.

There is some difference in prices with respect to some of the individual stores within each chain but they are not large and there is no pattern by income level. In calculating the market basket these differences tended to cancel themselves out. For instance, one Albertsons may be

a few cents higher on one item but also be a few cents lower on another.

Reading down the column of Table 3 gives the average price for each week, the sum, mean, and deviation. The store categories vary little from week to week.

As shown, the high price each week for the market basket varies between Independent, Safeway, Kienows and Albertsons. The difference between the lowest and highest priced basket for any week averaged 8.2% in the six categories tested. Neither highest or lowest prices were within one group. Most of the chains have their special sales at different times of the month. The effect is the store with its special sales at different times of the month stands out as the lowest priced store for that particular week. The shortcomings of a one or two week survey would be that the results would indicate that a certain chain had the lowest overall prices while in actuality that may be the only time within a month that the prices are lower than comparative competition. The problem facing the consumer is which chain has the lowest prices during any given week. Determined by mean price for all five weeks, Independents have the highest average priced basket followed by Kienows ($20.54), Safeway ($20.22), Tradewell ($20.16), Albertsons ($19.96) and Fred Meyers (19.51). Again note however, that Fred Meyer is not the lowest priced chain every week.

The average range between low price and high price on the market basket in each category from week to week is $1.32 with Fred Meyer having the low variation of $.40 and Albertsons the high of $2.16.

Allegation: Prices rise on the days of the month that welfare checks are issued.

Reading across the columns of Table 3 gives the total average price of the market basket in each of the categories for each week, the mean and the deviation. Week three has the highest mean price followed by week five, four, one and two. As welfare checks were issued the second and fourth week, it can be seen that on the whole prices do not rise on these days. In fact, the store prices were slightly lower on welfare check weeks. The range between the highest and lowest prices market basket for each week average 8.2% with the highest deviation in week four of $2.07 -- the difference between Kienows ($21.23) and Albertsons ($19.16). There is no consistent pattern of high store and low store. In week three the highest difference exists between Albertsons ($21.33) and Fred Meyer ($19.74).

Allegation: Prices are higher in low income areas.

The greatest price difference exists between the large and small "other store" category.

The small stores in the "other store" category were approximately $2.50 higher than the large stores. The medium sized "other stores" fell

about in the middle as did the chains. According to Table 2 the small "other stores" are almost twice as prevalent in low income areas as compared to high income areas. It would appear therefore, that average market prices are higher in low income areas because there are more small stores in the low income areas.

As can be seen by Table 4, with the exception of week one the average price for the market basket falls in the low income areas. There is no indication that prices rise in the low income areas on welfare check days. The differences between the price in low income and high income areas are highest ($.90 in week 2 and $.71 in week 4) on welfare days is but a result of lower prices in the high income areas on those days rather than higher prices in low income areas. The mean price for each area shows low income with a high of $20.90 and high income with a low of $20.38 -- a difference of $.52. The deviation is highest in the high income area indicating prices fluctuate more in high income areas.

TABLE FOUR

Weekly average price by income of area

Week	High	Medium	Low
1	$20.40	$20.90	$20.79
2	20.25	20.39	21.15
3	20.92	21.14	21.42
4	19.79	20.20	20.50
5	20.54	20.55	20.75

PRICE RANGE OF PRODUCTS

The discussion up to this time has been in relatic to average market basket prices. Though the variations between mean price have not been that great, there are large differences between individual products.

According to Table 5, there are very wide variations in the prices of individual products. For the most part the highest prices are in the smallest stores.

TABLE FIVE

Price ranges of selected products by week

Product	Week 1	2	3	4	5
Tomatoes per #					
High	59	55	59	79	69
Average	32.2	38.7	45.2	51.5	50.1
Low	14	19	25	35	10

Milk per ½ gal					
High	69	69	69	69	69
Average	60.8	61.5	61.6	62.3	62.5
Low	43	50	45	45	53
Hamburger per #					
High	79	75	79	75	75
Average	56.5	53.2	55.4	56.2	56.6
Low	39	39	43	43	43
Frying Chicken per #					
High	79	79	79	87	64
Average	51.1	53.1	51.6	50.4	50.3
Low	29	25	34	25	35
Beans-dried-2# bag					
High	109	114	109	114	114
Average	89.2	86.4	98.7	87.7	89.8
Low	45	29	45	45	45
White bread per loaf					
High	39	40	39	39	39
Average	34.3	34.5	35.4	34.8	35.1
Low	24	22	24	23	23

Within any given week there may also be price variations among stores within any given corporate or cooperative group of stores. The five chain stores seemingly have different management policies regarding price differences between stores. On the basis of these price surveys it appears that Safeway, Kienows, and Fred Meyer have a policy of consistent prices for any given week. Albertsons and Tradewell seem to give considerable latitude to store managers to vary prices. Table 6 gives price variations on the last week of the survey, which is indicative of price differences.

TABLE SIX

Low and high prices for each item by chain stores

	Safeway	Kienows	Albertsons	Tradewell	Fred Meyer
Bananas					
High	20	19	19	19	15
Low	11	19	10	19	13
Oranges					
High	20	20	20	20	17
Low	10	17	10	20	15
Carrots					
High	20	20	20	18	25
Low	13	15	10	15	18

Lettuce					
High	35	25	36	35	29
Low	25	23	17	25	29
Potatoes					
High	99	89	109	89	98
Low	98	89	49	89	79
Tomatoes					
High	59	49	59	59	49
Low	59	49	49	49	49
Milk					
High	66	63	63	62	64
Low	60	53	53	62	62
2%Milk					
High	53	53	54	52	52
Low	48	52	52	51	51
Evaporated Milk					
High	18	18	20	20	20
Low	18	17	18	14	15
Eggs					
High	53	53	47	49	57
Low	37	49	36	37	38
Margerine					
High	31	21	20	35	33
Low	29	20	20	18	21
Hamburger					
High	59	49	59	58	58
Low	49	49	53	49	49
Pork chops					
High	129	129	129	129	125
Low	119	119	69	59	89
Bacon					
High	89	91	79	89	85
Low	59	89	55	65	67
Hot dogs					
High	69	79	79	75	79
Low	69	75	59	69	49
Bologna					
High	59	52	69	55	65
Low	43	40	59	44	59

Frying Chicken					
High	59	58	55	38	55
Low	35	39	37	38	45
Round steak					
High	159	149	129	119	139
Low	88	119	109	82	109
Orange juice					
High	35	29	26	25	27
Low	25	25	25	24	25
T.V. dinner					
High	65	65	65	65	49
Low	43	65	47	59	49
Flour					
High	69	69	69	69	66
Low	63	64	59	59	63
Sugar					
High	63	63	63	63	62
Low	61	63	60	60	60
Cheerios					
High	59	59	59	59	57
Low	53	51	51	59	57
Rice					
High	45	49	57	49	49
Low	45	45	48	48	45
Dried Beans					
High	90	98	99	106	99
Low	90	95	89	106	99
Peas					
High	23	29	29	29	25
Low	20	29	29	29	20
Peaches					
High	38	37	39	35	42
Low	34	353	32	35	25
Tuna fish					
High	35	39	35	35	35
Low	30	35	33	34	35
Grape jelly					
High	47	45	45	45	45
Low	45	45	44	45	39

Ketchup					
High	33	29	29	29	27
Low	29	19	19	29	27
Baby food					
High	12	12	12	14	12
Low	11	11	10	11	10
Chicken soup					
High	20	20	20	18	18
Low	18	18	18	18	18
Coffee					
High	74	75	75	74	75
Low	65	74	70	70	70
Bread					
High	35	39	39	39	33
Low	24	39	39	32	29
Canned tomatoes					
High	29	35	25	29	29
Low	23	35	25	29	20
Baked beans					
High	43	43	43	43	43
Low	43	43	43	43	43
Blitz beer	112	112	112	112	112
High	112	112	112	112	112
Low	112	112	112	111	112

The United States Department of Agriculture has made two nation wide studies of food consumption in the last 15 years. The average money value of all food consumed per household increases from $30 in 1955 to $35 in the 1965 survey. This slight increase is quite different from that reflected in our survey in Portland. The average cost of this same market basket in 1965 on the west coast was $16.41. Yet our average market basket price was $20.16, or a 16.6% increase based on 1969 prices. That large difference in market basket cost can be explained by:

1. Rapid inflation since 1965 and/or
2. Higher than normal prices in Portland.

Further research will have to be conducted to determine the exact cause.

There was a slight change in the proportion of the food dollar that went into different categories of food shown by the following table.

Food categories	% of Food Dollar	
	1955	1965
Meat, poultry, fish, eggs	36	36
Vegetables, fruit	19	19
Milk, cream, cheese	15	13
Grain products	10	12
Beverages	8	10
Other	12	10
Total	100	100

The table above indicated that the biggest proportion of money in 1965 was spent on fresh products. From the household's view, lower prices are most significant for those products for which a large percent of the food dollar is spent. Therefore, lower prices on meat, milk or fresh fruit or vegetables will have a much greater impact upon lowering food costs than will lower prices on dry groceries. Only 12% of the budget is spent on dry or canned goods, yet that is where much of the promotion is concentrated.

TABLE 3

AVERAGE PRICE FOR ALL STORES BY WEEK

Week	All other stores	Safeway	Kienows	Albertsons	Tradewell	Fred Meyer	$\bar{x}$*	d**
1	$20.86	$19.22	$19.48	$19.99	$20.55	$19.49	$19.99	$1.63
2	20.08	20.24	19.79	19.19	20.05	19.35	19.78	1.06
3	20.56	20.51	20.98	21.33	20.22	19.74	20.55	1.59
4	20.70	20.42	21.24	19.17	20.63	19.36	20.25	2.07
5	20.59	20.72	21.23	20.11	19.32	19.59	20.26	1.91
$\bar{x}$* 6	20.56	20.22	20.54	19.96	20.16	19.51	20.16	1.05
d** 7	.78	1.50	1.75	2.16	1.32	.40		

* Mean

** Deviation

$\bar{x}_d$ = $1.6[illegible]
Average Weekly
Price Difference

CONCLUSION

While food price discrimination by large stores is not a problem in the Portland area, it is becoming more and more difficult to make intelligent consumer decisions. There is an ever-increasing and varying number of products, packages, and prices which make it difficult to obtain the best buy. Legislation governing these factors is certainly a dream into the future. So the only real way to combat these problems is by programs of consumer education; the transformation of an average shopper into an informed shopper.

Through the survey findings it has been shown that the food prices were higher in low income areas, but not due to discriminatory practices. These higher prices are attributed to the fact that there is just a greater number of small independent stores in these areas. Since these small stores, on the average, have higher prices, thus arrives the generally higher prices for the area. This is a most important concept. In these low income areas the people many times do not have any form of transportation available to them. Their shopping limit, therefore, is the distance in which they can carry their groceries by hand. This is directly contrasted to the middle and high income areas where the shoppers drive miles in an attempt to find the best bargains. These are facts which must be dealt with if the low income people are going to be given fairness in food pricing.

What is needed is for researchers to build their research from the ground level instead of from already existing plateaus. It must be realized that the low income people have different variables affecting them than the middle and upper class people. These research projects are mostly operating from a middle class base and thus overlooking many of the problems of the poor. This survey was equally as guilty. This was realized, however, as the survey progressed. One instance occurred as we were pricing a pound of margarine in a small independent store in a low income area. It was found out that the store very seldom sells margarine by the pound, but sells it by the cube instead. These new variables pose new and quite different problems of food pricing among the poor. The answers to these problems are equally as difficult to find. A start, however, is a realization of these problems.

APPENDIX A

NAMES OF PRICING VOLUNTEERS

Mrs. Alterman
4625 S. W. Downsview Court

Mrs. Breathouwer
9855 S. W. Vista Place

Mrs. Bolf
7300 N. Mobile

Mr. Robert Boryer
10020 N. Tioga

Miss A. E. Brim
6666 S. E. Yamhill

Mrs. Glassen
227 S. E. Franklin
Beaverton

Mrs. Robert Cozad
6021 S. W. Brugger Street

Mrs. Mary Cairns
1119 N. E. 107th Place

Mrs. Marilyn Cresap
7424 S. E. 19th

Mary Carleson
3041 N. E. 36th

Thelma Carlson
5915 N. Moore Avenue

Mrs. Dever
601 N. E. South Shore Road

Mrs. Delat
3915 S. E. Concord Road

Mrs. George Eicher
60 N. W. 87th Avenue

Mrs. Martha Fariss
7131 S. W. 10th

Mrs. Dorothy Graham
13130 S. E. Nixon
Milwaukie

Mrs. Kenneth Getgen
16709 S. E. Mill Street

Mrs. Hildah Highbe
352 S. E. Second Street
Beaverton

Mrs. Ann Jenson
3520 N. E. Hancock

Mr. George Jeffcott
6328 S. W. Brugger Street

Mrs. Dorothy Jones
1130 S. E. 73rd

Mrs. Barbara Koch
6836 N. E. 22nd

Mrs. Kenyan
3405 N. E. Clackamas

Mrs. Margaret Kinnari
2515 N. E. Clackamas

Mr. Bill Luch
9212 N. Reno

Mrs. David Miller
6335 N. W. Skyline

APPENDIX A (continued)

Mrs. Dickenson
8015 S. E. 31st

Mrs. Jack English
1415 N. E. 52nd

Mrs. Enderud
1627 N. E. Siskiyou

Mrs. MacPherson
943 S. W. Watson
Beaverton

Mrs. Martin
2816 N. E. Ridgewood Drive

Mrs. Bessie Norville
2118 N. E. 15th

Mrs. Ruth Odiorne
3761 N. E. Milton

Mrs. O'Rourke
3211 N. E. 38th

Miss Susan Oliver
2025 N. Saratoga Street

Mrs. Chris Peake
6405 S. E. Scott Drive

Mrs. Price
1726 N. E. Hancock

Mrs. Frank Post
7067 S. E. Pine

Mrs. Shirley Piel
4201 N. E. 130th Place

Mrs. Pat Himilton
3900 S. W. Baird Street

Mrs. Littleton
133 N. E. Graham

Mrs. Batiste
2319 N. E. Morgan

Mrs. Murray
201 S. E. 88th

Mrs. Peggy Mensing
3222 N. E. Schyuler

Mrs. McCabe
4011 S. E. Nehalem

Mrs. E. U. Sims
608 S. E. 62nd

Mrs. Judson Smith
3583 N. E. Morris

Mrs. Thoen
13124 N. W. Sue

Mrs. Tujo
3536 S. E. Madison

Mrs. Winkle
3617 S. W. 38th

Mrs. Robert Rullman
14145 N. W. Evergreen

Mrs. Hintz
23550 N. W. Oelrich Road
Hillsboro

Mrs. Nelson
11736 N. E. Brazee

Mrs. Thompson
5242 S. E. 111th Street

Mrs. Dee Johnson
423 S. E. 69th

Mrs. Mary Ann Anderson
944 N. E. 107th Place

Mrs. David Turtledove
6700 S. E. Stark

APPENDIX A (continued)

PORTLAND STATE AND COMMUNITY STUDENTS

Mr. Fred Owings
9705 S. W. 49th

Mr. Louis Baxter
2824 N. W. Thurmon

Mr. Mark O'Donnell
3922 S. W. Marigold

Mr. Ron McHale
4836 S. E. Franklin

Miss Kathy Beltz
2715 S. E. 58th

Mr. Joe Nunn
6545 N. E. Grand Avenue

DAVID DOUGLAS AND LAKE OSWEGO HIGH SCHOOL STUDENTS
UNDER THE SPONSORSHIP OF:

Mrs. Virginia Mullen
Home Economics
Lake Oswego High School

Mr. Bryson
Modern Problems
David Douglas High School

APPENDIX B

Construction of the Market Basket

Many people making surveys of food prices in other cities have concluded that prices were higher after adding each of the items purchased. However, we all know that families do not consume the same quantity of each commodity. You have noticed, for instance, that we checked prices on ½ gallon of milk, 1 pound steak, and 2 pounds of rice. Those are not the quantities that families buy each week. We found that the average family consumes about 3½ -½ gallons of milk, 2.58 pounds of steak and 0.36 pounds of rice per week. It was in this way that our weighted average of prices were determined.

A most credible recent source of household food consumption data was published last year. The publication was Household Food Consumption Survey 1965-66 Report No. 5, Food Consumption of Households in the West, Spring 1965, Agricultural Research Service, United States Department of Agriculture, USGPO 1968. The weights we used were taken from the "All households" columns of quantity of various categories of food consumed weekly by households in the Western United States.

Items in our sample	corresponding class of products in USDA report	1965 cost	Average weekly household consumption
Bananas-1#	Bananas	$.20	1.34 #/week
Oranges-1#	Total fresh citrus fruits	.38	2.93 "
Carrots-1#	Total fresh deep yellow vegetables	.10	0.76 "
Lettuce-1#	Total all other fresh green vegetables	.53	2.80 "
Potatoes-1#	Total fresh potatoes	.41	3.84 "
Fresh tomatoes-1#	Fresh tomatoes	.30	1.01 "
Fresh milk		(1.69)	7.01 qts
Baby food	Total processed baby food	.06	0.15 #/week
Chicken soup	Total condensed soup	.23	0.93 "
Coffee (ground)-1#	Total coffee	.64	0.70 "
White bread-1#6½oz.	Total bread	1.03	4.14 "
Canned tomatoes #2½ can	Canned tomatoes	.10	0.48 "
Canned baked beans 28 oz. can	Canned baked beans	.08	0.45 "
6 Pack of beer	Total beer and ale	.51	1.83 "

2% milk	skim milk	.23	1.04	qts
Evaporated milk 13 Fl. oz can		.11	.61	
Eggs	eggs	.80	1.82	
Margarine-1#	Total table fats	.49	1.19	#/week
Ground beef-1#	Total all ground beef	.57	1.25	"
Pork chops-1#	Total fresh pork	.89	1.38	"
Bacon-1#	Total cured and smoked pork	.99	1.47	"
Hot dogs-1#	Frankfurters	.29	.51	"
Bologna-8 oz pkg.	Total other luncheon meat	.51	.72	"
Frying chicken-1#	Total all chicken	.92	2.38	"
Round steak	Total all steak	2.23	2.58	"
Frozen orange juice concentrate 6 oz. can	Total frozen orange juice	.19	.38	"
T.V. dinner Swanson	Total frozen vegetables	.26	.74	"
Flour-5#	Total flour	.13	1.22	"
Sugar-5#	Total sugar	.22	1.85	"
Cheerios-15 oz. pkg.	Total cold breakfast cereal	.42	.82	"
Rice-2#	Total rice	.11	.35	"
Dried kidney beans -2#	Total dried vegetables	.07	.29	"
Canned peas-3 oz can	Canned green peas	.08	.34	"
Canned cling peaches # 2½ can	Canned peaches	.11	.49	"
Tuna fish-6½ oz. can	Total all canned fish	.24	.33	"
Grape jelly 1 #4 oz. jar	Total jelly	.20	.42	"
Ketchup-14 oz. bottle	Total tomato based condiments	.09	.33	"

Every index is arbitrary. The calculations here which are based on all households in Western United States provide a reasonable market basket. A household with small children would use more mild and baby food. A household of singles in their twenties would likely use more meat and beer. But a weighted index does provide a better comparison than adding units of disparate products.

Attachment #2

PRODUCT SPECIFICATIONS

ITEM	WEIGHT	SPECIFICATIONS
Bananas	1 lb.	yellow variety, exclude topped and brown
Oranges	1 "	navals
Carrots	1 "	topped, packaged
Lettuce	1 "	head lettuce
Potatoes	10 lbs.	whole, white #1
Tomatoes	1 lb.	fresh
Milk	½ gallon	homogenized, 3.8% (or lowest butterfat over 3.25%)
2% milk	½ gallon	
Evaporated milk	13 oz.	canned
Eggs	1 doz.	grade AA large
Margarine	1 lb.	vegetable, colored, standard cartons
Hamburger	1 "	exclude ground round and ground chuck
Pork chops	1 "	center cut, loin
Bacon	1 "	sliced, packaged, exclude thick sliced
Hot dogs	16 oz.	packaged, combination of all meat
Bologna	8 "	packaged, sliced
Frying chicken	1 lb.	if whole is not available, price cut up, but specify
Round steak	1 "	bone in, fresh
Orange juice	6 oz.	frozen
T.V. dinner	package	chicken, standard package
Flour	5 lbs.	all purpose
Sugar	5 "	granulated
Cheerios	15 oz.	
Rice	2 lbs.	long grain, bag
Kidney beans	2 "	dried, red
Peas	# 303 can	canned
Peaches	#2½ can	cling, halves, canned
Tuna fish	6½ oz. can	chunk style
Grape jelly	1 lb. 4 oz.	
Ketchup	14 oz.	
Baby food	4½ - 5 oz.	vegetables with meat
Soup	reg. can	chicken with noodles or rice
Coffee	1 lb can	ground, canned
Bread	1 lb. 6½ oz.	white, standard size loaf, exclude balloon
Canned tomatoes	#2½ can	whole or solid, packed maximum 42% liquid
Baked beans	28 oz.	canned
Blitz beer	6 pack	12 oz. non-returnable bottles

AUTOMOBILE REPAIR IN THE MODEL CITIES AREA

Ronald Farmer
Martin DeJong
June 11, 1971

MECHANICAL REPAIR STUDY FOR MODEL CITIES AREA

What degree of credibility exists in consumer critics charges that over one-half of the 25 billion dollars spent annually in this country for automobile repairs buy unneeded and/or mythical parts and labor? It was the validity of these charges that we hoped to question in an investigative study of auto mechanical repairs conducted in the Model Cities area of Portland during May and June of 1971.

The Portland area was chosen for the study for two reasons: (1) the Model Cities Consumer Protection Program under the direction of J. Alton Page and auspices of the Oregon Consumer League agreed to sponsor our research and (2) the Portland area contains approximately 50% of Oregon's population, and therefore, theoretically Portland would have 50% of the repair work concentrated within a relatively small area.

The study hoped to determine just what kind of service can be expected from automotive repair shops and garages in regard to both competence and honesty. Suspicions were aroused by similar, but less comprehensive studies in other parts of the nation; those suspicions have now been confirmed.

METHODOLOGY

1. Originally we planned to conduct a check on the repair capabilities of all garages in the Model Cities area. (For a definition of Model Cities areas see map). This census was to be obtained from the yellow pages of the telephone book. After the study was underway it became obvious that a census was both impractical and impossible for two reasons: (a) not all of the garages in the Model Cities area are listed in the yellow pages and our time allowance was accented accordingly, and (b) not all garages listed in the yellow pages were able to service our test vehicles.

2. With one car we first went to four randomly chosen shops to determine if our methodology worked as we expected. It did. (See appendix)

3. Two separate cars, a 1968 Chevrolet Impala and a 1963 Buick Electra 225, were selected as test vehicles.

4. Automotive mechanical experts from the Stop and Go Diangostic Center (3039 S.E. 82nd Avenue, Portland, Oregon) then tuned each car before the study began, and by means of a written statement (see appendix) pronounced the vehicle in perfect running order, separately listing the condition of all important parts.

5. The Stop and Go Diagnostic Center then ascertained specific malfunctions in each car; a closed spark plug and a ruptured diaphram in the vacuum advance of the Chevrolet Impala, and a closed plug and bad valve in the Buick Electra. A compression test by the diagnostic center revealed low compression in one valve. They recommended that the valve be reground if it was to be repaired. The intent was not to have the valve repaired, merely to see if it would be found.

6. All parts that might possibly have pertained to the symptoms created were marked with a diamond tip pen, so as to be easily identified by the auto mechanics at the Stop and Go Diagnostic Center.

7. The malfunctioning car was then taken into the individual garages with these instructions being given: (A) "Something is wrong with my engine. Would you please find out what it is and fix it for me? (B) Please do only the work that is absolutely necessary. (C) If the bill for the repair work is to be more than $40, please contact me before doing any further work." We were forced to establish a $40 ceiling because of our budgetary restrictions.

8. In each case, a written statement was made by the diagnostic center concerning the condition of individual parts and the car as a whole before being taken to each individual garage. Each time a car was taken into a garage a witness accompanied the driver. Both cars were taken to the same garages with a time lag consideration, in an attempt to determine whether a general practice existed in each individual garage.

9. When the repair work was completed at each garage, the bill was paid. All funds for such expenditures were provided from and by the Consumer Protection Program research fund. If any parts had been replaced the old ones were asked for, and the car was then taken back to the diagnostic center for analysis.

10. A written, signed analysis and evaluation of the repair work done and/or not done was then made at the diagnostic center. All written statements, analysis and data were recorded and filed accordingly.

RESULTS AT INDIVIDUAL GARAGES

The line that might be drawn between honesty and dishonesty, competence and incompetence is often a very thin line indeed. It is not the purpose of this paper to draw that line in the shops which were included in our survey. Rather, we leave it to the reader and the consumer to decide what he considers incompetence and/or dishonesty.

Several factors must be considered before the reader reaches any con-

clusions: (1) No garage did a "perfect" job on both cars. (2) No garage in any instance claimed to replace parts which they had not. (3) At some of the garages when we ask for the old parts, they were unable to give them back. It seemed very convenient that the garbage man had just left. (4) The vacuum advance was polished on the chevrolet. All the important parts on the Chevrolet were new except the vacuum advance which was quite dirty. We felt that the garages might be replacing the vacuum advance simply because it was the only dirty part, not because something was wrong with it. The vacuum advance was replaced three times and all were before it was polished. This seems to say something about the degree of competence in some shops.

The diagnostic center's anticipated cost for complete repair of the chevrolet was $10-15. Repair of the Buick should have been approximately $10. We were advised that it would cost about $110 dollars to regrind the valve in the Buick.

1. Stearns Automotive Supply 2603 N.E. 7th

CHEVROLET IMPALA -- checked the compression, adjusted points, and adjusted carberator. $8.00. Did not find bad plug, did not find bad vacuum advance.

BUICK ELECTRA-- adjusted points, carberator, and timing,checked compression, cleaned plugs. $16.25. Replaced bad plug, did not find bad valve.

2. Phil Treat Shell Station 1231 N.E. Broadway

CHEVROLET IMPALA--set points and timing, replaced vacuum advance, set one plug, and set carberator. $10.85. Reset bad plug replaced vaccum advance.

BUICK ELECTRA-- clean and set plugs, points, and timing, adjusted carberator, tightened alternator belt, replaced motor mount. $21.75. Reset bad plug, did not find bad valve, did not put air cleaner back on.

3. Vians Auto Supply 2700 A N.E. Alberta

CHEVROLET IMPALA-- reset gap in one plug.$3. Fixed bad plug, did not find vacuum advance.

BUICK ELECTRA-- checked compression, wires, and plugs $5.00. Reset bad valve, found bad valve.

4. Lloyd Center Auto Service 1332 N.E. Broadway

CHEVROLET IMPALA -- checked compression, replaced all spark plugs, set dwell and timing, and adjusted carberator. $23.70. Replaced bad plug, did not find vacuum advance.

BUICK ELECTRA -- ran compression check, installed all new plugs, checked dwell and timing, adjusted carberator, and replaced air filter. $25.02. Replaced bad plug, found bad valve, charged for cleaning battery cables which was not done.

5. Harvey's Auto Service 2016 N.E. Alberta

CHEVROLET IMPALA -- checked ignition and distributor dwell, set timing, replaced vacuum advance, replaced P/C valve, replaced 8 plugs. $38.65. Replaced bad plug and found and replaced vacuum advance.

BUICK ELECTRA -- cleaned and gapped plugs, replaced points and condenser, and set dwell and timing. $20.60. Reset plug, and found bad valve.

6. Dekum Arco Service Center 945 N.E. Dekum

CHEVROLET IMPALA--replaced 8 spark plugs, replaced all spark plug wires. $30.38. Replaced bad plug - did not find bad vacuum advance.

BUICK ELECTRA-- ran compression test, set timing and dwell, set carberator, replaced 8 spark plugs, replaced rotor, replaced distributor cap, and replaced all spark plug wires. $40.30. Replaced bad plug. Found bad valve.

7. Kirby Ford 2005 N.E. Union

In both cases, the drivers of the Chevrolet and the Buick were told that the garage only worked on Fords.

8. Salzman Motors 3969 N.E. Union

In both cases, the drivers of the Chevrolet and the Buick were told the garage worked only on volkswagons.

9. Harvey Time Service Station 4100 N.E. Union

No longer in operation
Just a vacant black top lot with broken glass

10. Chris Purvis Service Shop 1609 N.E. 2nd

In both cases, the drivers of the two test vehicles were told that the garage was too busy and that it would be at least a week before they could get to it.

11. Schnell Auto and Supply 1506 N.E. Lombard

In both cases, the drivers of the test vehicles were told that the garage was too busy to do the work, and that they didn't know when they could do it for sure.

12. Haugen Auto Service 2203 N.E. Union

In both cases, the drivers of the two test vehicles were told that the garage was too busy, and to call back in a couple of days.

13. Motor Car Ltd. 2700 A N.E. Alberta

CHEVROLET IMPALA-- the car was taken into the shop for evaluation and left. Two hours later we received a call from the shop informing us that we had a bad valve and that it would cost approximately $110 to repair. We removed the car from the shop and no actual work was performed and no charge was received from the shop.

BUICK ELECTRA-- the repair was done without the driver ever leaving. The mechanic was very suspicious. He regapped the bad plug and said that will be $2. No official bill was given.

For comparison, see table and appendix.

CONCLUSIONS:

1. The stability of the garages in the Model Cities Area appears to be rather vulnerable as two of the garages obtained from the latest Yellow Pages listing were already out of business. Lack of equipment and dilapidated buildings in some cases reflected this concensus. Several vacant garages that were not on the list were also observed. Furthermore, there are many garages in the Model Cities area that are not listed in the Yellow Pages. Some of these may be "moonlighters" who do not have business licenses.

2. Large dealerships which maintain garages and repair shops have a tendency to want only to repair and service the make of cars that they sell.

3. Supply does not meet demand in the Model Cities Area. For example, of the 13 garages that we visited, repair service was available only six times for both cars. See individual reports for further explanation.

4. Some of the garages do not have or use the proper mechanical equipment for the most accurate diagnosis, therefore they often tend to make questionable mental judgments.

5. The degree of diagnosis and repair in the automotive industry of the Model Cities area does not attain or maintain the degree of quality that it should. For example, no garage correctly diagnosed and repaired the

problems of both cars without doing unnecessary work or failing to find and repair all the problems.

6. Despite the fact that 35% of the Model Cities residents are black, the automotive repair industries continue to be predominantly white. For example, only one black employer or employee was observed.

7. A correlation my exist between the fact that we received many new unnecessary parts and the fact that new parts very often provide the highest margin for profit. (Spark plugs were replaced six out of thirteen times in three weeks.)

8. Repair costs are directly related to the mechanic's judgment. Although exactly the same malfunction existed in each instance, the repair prices on the Chevrolet ranged from $3.00 to $38.65. The Buick prices ranged from $2.00 to $40.30. These prices must be viewed in relations to the type of work done.

ALTERNATIVES AND RECOMMENDATIONS:

These alternatives and recommendations by no means propose to solve all the problems of mechanical repair. They are, rather, offered as possible means which might be used singularly or in combination, to help correct and guide an industry which is in desperate need of supervision and regulation.

A. LICENSING OF AUTO MECHANICS
adapted from Congressional hearings

A key factor in any vehicle repair and maintenance program is the supply of properly trained and experienced mechanics. At the present time most mechanics receive their knowledge and skills from on-the-job training. Consequently the pay rate scale is far below that of comparable trades such as plumbers or electricians. The situation is further complicated by the fact that there is only one mechanic for every 130 vehicles, and if the trend continues, this will rise to one for every 154 vehicles by 1975. The effects are obvious...higher prices, longer waits for repairs, and more pressure for hasty jobs.

Considering the problems resulting from these statistics, it becomes obvious that programs must be initiated which will increase the supply of skilled mechanics. Without programs which produce properly trained mechanics, any effort to upgrade the quality of mechanical repairs will be seriously limited. As in any other field, quality is directly proportional to competence.

The licensing of mechanics would have a twofold purpose: (1) it would serve as a means of protecting the public against unsatisfactory repair work, and (2) would act as a means to improve both the skill and stature of the mechanic. If licensing is to be successful, it must provide protec-

tion for the mechanic as well as the customer. Past ill-fated bills in city and state legislatures seem to have been aimed at protecting the consumer and are without any provisions to raise the stature of the craft itself. A licensing program must attract new applicants to the craft to be successful. Otherwise, the need for mechanics will continue to outgrow the supply, with quality and competence suffering concurrently.

Any legislation designed to license mechanics should not be for the sole short range purpose of protecting the consumer, but also should include provisions for raising the image, standing, and pay scale of the mechanic without being a protective device for mechanics, which would raise their salaries out of line. Possibilities for reaching this objective which should be considered include: progressive levels of licensing through standardized training programs (and who would sponsor such programs??); training incentives offered by repair shops; higher pay rates for those with demonstrated and certified superior skills, and added emphasis on auto mechanics in vocational aspects of school. If people are encouraged to become competent, qualified auto mechanics, then the long range effect will be an improvement in the quality of vehicle repairs.

B. CERTIFICATION OF REPAIRS

Certification of repair work - a written guarantee of service rendered is another possibility that might be used to raise the quality of repair work. An honest, qualified, competent mechanic should have no fear of giving a written guarantee of his work. Certification, however, implies complete responsibility, which is not always the case. Certification in any practical sense would have to be established so as to be directly proportional to a written diagnosis. Only with the exact proper diagnosis can certification claim to cure symptoms. Certification, then, would only be a legal acknowledgement of work performed, and would not have any inference on other engine parts that might affect the final engine performance. This is in effect what a repair bill does; however, when a consumer does not know what is wrong with the engine, this should not be the purpose of the bill. In such cases the bill should be a certification of complete engine repair and performance.

C. MECHANICAL DIAGNOSIS

Since the results of our study indicated that the judgment of the mechanic may often be incorrect, a system could be established wherein only certified competent mechanics might do the diagnosis of cars. However, in practice this would be difficult to establish, because much of the judgment is often made during the actula repair. Still, the existing system can be improved.

One alternative we see as being feasible would be to give car owners the opportunity to go to a diagnostic center where they know they will get the best judgment possible. This diagnosis should not be done in any garage where an economic interest might possibly be involved. Thus, we would advocate the establishment of modern electronically equipped diagnostic centers which do not do repair work.

The question that immediately arises is: Who should run and/or own these diagnostic centers? The Federal or State Government could be the answer. We do not see this as a real possibility in America as it exists today, however. It most likely would be viewed as an attack on the free enterprise system. The second alternative would be to have privately owned diagnostic centers that would not be allowed to do any repair work or to refer it to other garages. The third alternative would be to have diagnostic centers which would be associated with the automotive associations in general.

The difficulty, herein, is convincing garage owners that at present their work is not sufficient nor in many cases is it satisfying the customer. Hopefully our study may be a step in that direction. Garage owners must be made aware that these alternatives represent profitability from social responsibility. Only if garage owners realize such diagnostic centers do not diminish profits, then only can they be accepted and built.

The services that diagnostic centers should perform are: (1) diagnose what is wrong; (2) give a written certification of the repair after it is finished, and (3) to verify if all parts replaced were necessary. We would recommend a consumer policy of always asking for the old parts, which in turn could be checked by the diagnostic center. In our case we could have returned all of the spark plugs that were replaced. The results of our study indicate repair costs sometimes reach such a point of excess, that the price of diagnosis could realistically be covered by the repair cost. Example, in our case a $40 repair bill that should have been from $10-15 would also cover a diagnosis test. Diagnostic test prices ran from $9.95 to $12.95.

D. REQUIRED MECHANICAL EQUIPMENT

In this alternative, the main point is judgment of the ideal is to limit as much as possible the mental judgment that the mechanic must make. We would like to see each garage equipped with mandatory standard electronic equipment which would be used on each car. Enforcement policies would have to be adopted to make sure that the equipment was used. Otherwise, the customer would have to watch the work being done. Such a requirement could be used to keep small garages from competing with the larger ones. Since a car is a mechanical device, it can be analyzed by mechanical equipment. Expert knowledge and research could answer the question of what equipment standards should be set and how much is feasible. An educational program

would have to be set up to qualify the mechanics who would operate the equipment. The schooling should be quite extensive as even when equipment was employed to test our vehicles it was sometimes read incorrectly.

In each of our alternatives, we have mentioned some form of regulation. In many cases the work of a mechanic can be just as important as that of a doctor...bad judgment or diagnosis can result in death. Therefore, we feel that regulation or supervision is just as important in the mechanical field as the medical field. Time is of the essence!

APPENDIX

CONTENTS

1. Proposal

2. Model Cities Map

3. Samples

4. Comparison Chart

5. Examples of written statements
   A. Vehicle preparation
   B. Repair work analysis

6. Critique of Methodology

7. Bibliography

AUTOMOTIVE REPAIR RESEARCH PROPOSAL

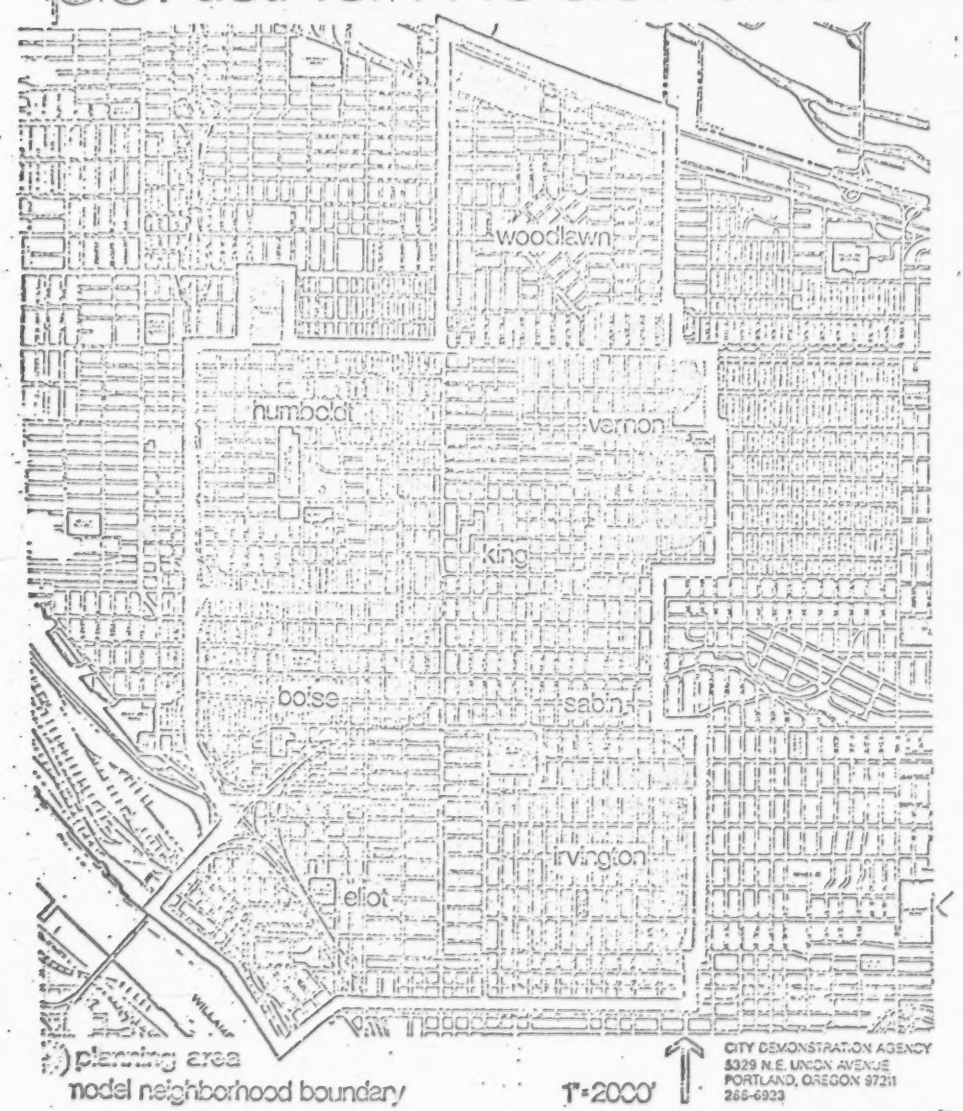
With automotive repair work comprising the number one consumer complaint in the state of Oregon, there arises considerable question as to the credibility of certain mechanics and/or garages. The purpose of this research, therefore, is to measure in some degree the credibility of selected garages and practices in Oregon.

The methodology for such determination shall be as follows:

(1) Two separate and individual cars will be used as test vehicles at each garage tested.
(2) An expert analyst will tune each car before the research starts and by means of a written statement will pronounce the vehicle in perfect running order, separately listing the condition of all important parts.
(3) A malfunction will be made by the expert and all parts that might possibly pertain to the symptoms created will be marked so as to be easily identified by the aforementioned expert analyst.
(4) A written statement will be made concerning the condition of the motor parts before being taken to each individual garage.
(5) The malfunctioning car will then be taken into the individual garage with these instructions being given:
    A. Something is wrong with my engine. Would you please find out what it is and fix it for me.
    B. Please do only the work that is absolutely necessary.
    C. If the bill for the repair work is to exceed $40 please contact me personally before doing the work.
(6) When the repair work is completed, the bill will be paid, if any parts have been replaced the old ones will be asked for, and the car will then be taken to the analysis expert.
(7) A written, signed analysis and evaluation of the work done and/or not done will be made by the analysis expert.

When all selected garages have been surveyed and tested, a tabulation of the data will be made and appropriate conclusions will be drawn.

portland model cities



1968 CHEVROLET IMPALA

Samples:

Replica of Bills

(1) Get motor to run
Right labor
TOTAL $ 5.00

(2)

Labor	$11.95
Condenser	1.30
Points	3.70
Coil	11.00
Dist. cap	4.95
Rotor	1.75
TOTAL	$34.65

(3) Check out engine
Replace vacuum advance
Set timing and points

Labor	$18.00
Total parts	2.80
Tax	1.75
TOTAL	$22.55

(4) Scope service, replace plugs, tighten plug terminals, set timing, adjust secondary air valve, tighten belt, service battery cables, road test. $16.90

Parts 10.80
TOTAL $27.70

DATE_____

VEHICLE PREPARATION FOR AUTOMOTIVE REPAIR RESEARCH

VEHICLE: MAKE MODEL YEAR MILEAGE LICENSE

WORK DONE:
GENERAL TUNEUP---

MOTOR CONDITION (electrical):

Part	Condition
spark plugs	
high tension wires	
distributor cap	
distributor rotor	
points	
condenser	
coil	
vacuum advance	
carburetor	

We, hereby, certify that the above mentioned car is in excellect running order, that all parts listed above have been marked so as to be easily identifiable, that all parts conditions are as stated, and that all work so stated has been done.

SIGNED_____
STOP AND GO DIAGNOSTIC CENTER
3039 S.E. 82nd Ave.
Portland, Oregon Phone 777-4131

DATE_____

ANALYSIS OF REPAIRWORK

VEHICLE: MAKE MODEL YEAR MILEAGE LICENSE

GARAGE DOING REPAIRWORK_____

WORK DONE: PRICE:

TOTAL PRICE_____

ANALYZATION OF WORK DONE:

COMMENTS:

We, hereby, certify that all analyzation and all comments were made in full sincerety, with full application of all our mechanical skill and knowledge.

SIGNED_____

STOP AND GO DIAGNOSTIC CENTER
3039 S.E. 82nd Ave.
Portland, Oregon
Phone: 777-4131

CRITIQUE OF METHODOLOGY FOR USE IN POSSIBLE FURTHER STUDY

As a general overview, we feel that the methodology for this study worked very well. However, there were some definite shortcomings which we feel should be corrected if further study is to be done in this area or similiar fields:

1. Random sample lists must be carefully compiled so as to not include business's that are out of operation.

2. When garages are to busy to do the work, further attempts should be made to have this work done at a later date at that specific garage. This will make a much more representative sample.

3. All old parts should be collected by the researchers when they are replaced. "The garbage man just left" syndrome used by some garages needs to be eliminated.

4. A larger number of test vehicles could be used to cover more garages and/or to make more visits to each garage.

5. A greater diversity of drivers in the test vehicles could be employed to determine if repair costs for different types of groups differ. For Example-- white/black man/women middle age/teen ager

BIBLIOGRAPHY

1. 90th and 91st Congress, Senate Judiciary Commission Hearings before the Subcommittee on Antitrust and Monopoly; Automotive Repair Industry
Parts 1,2,3 and 4.

2. Milwaukie Journal, February 9, 1969

3. Portland, Oregon
Automotive News of The Pacific Northwest, February 1971
(Cir.M 5,852)
'A Report From P.A.T.A. Consumer Liaison Committee'
compiled by Roy Clark, PATA Executive Manager

4. Capital Journal, Salem, 23 June 1970

APPENDIX J

Final Assignment, 1969

May 26, 1969

MEMO TO: All students in MIT 407, Field Work, Spring, 1969

FROM: John R. Wish

SUBJECT: To complete the work

1. I want to confirm our previous conversations and to put my beliefs into writing early enough so we can make sure we have a common understanding. Also, I am interested that all tasks be accomplished by June 13 so I can submit grades before leaving for Mexico.

2. My understanding is that each student will:

a. Prepare the analysis of the group's activities as outlined below in multiple copies.
b. Prepare a statement commenting on pros and cons regarding this class.
c. Take the attitude tests the week of May 26 or June 2.
d. Subject to further discussion and your agreement, take an essay final on urban geography which will be graded by Dr. Ev Smith.

3. With respect to the final paper (pulling together a definitive statement on the task 2 a. above), I expect the final statement to consider the areas below:

Consumer Frauds

1. Comparative food prices in Portland. A major paper for ad hoc police committee and the Oregon Consumer League. Hopefully we'll be able to make an oral presentation(s) on your findings, including review of other studies. (There is a Press Conference on June 17, 1969).

2. Sales tactics of Kirby vacuum cleaners.

3. And if you've time and inclination, a short position paper on Centenary Wilbur.

PACT-Buckman

1. Written analysis of the survey together with such maps and appendices as suggested by Dick and George Shelton plus appendices of questionnaire.

2. From Ron a written analysis of NDP programs and why Buckman program is where it is. Plus a plan of action of where it should go.

Albina Corporation

1. Feasibility study of tire retreading plant plus draft of loan proposal if project is feasible.

2. Feasibility study of low cost housing which includes an analysis of: a.) the market for low income housing within a 200 mile radius; b.) the growth of mobile homes sizes prices and costs, location and size of trailer parks; manufacturing costs of construction of a house of about 1,000 feet built by: 1. house trailer methods, 2. conventional stick methods, 3. Hanover method, 4. Reston method; d.) comparative costs on lot of above: 1., with furniture, 2., without furniture; e.) suggestions for Albina Corp.

3. An action plan for home building.

(Both FACT and Albina Groups should get background information from National Commission on Urban Problems, (Douglas Committee))

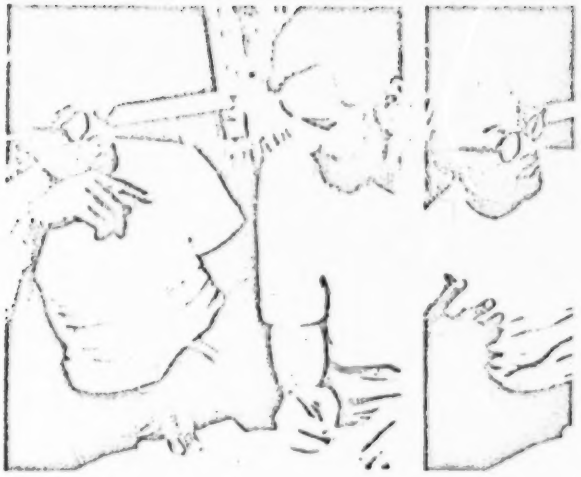
4. I will be asking the executives of the organizations with which you are working to give me a written evaluation of each of your contributions.

5. I want to see copies of interim reports that have been prepared. I understand that papers are due by Monday, June 9/ Also, by Thursday, June 12, I would like to return surplus office supplies and various library materials, pamphlets, and books to the University of Oregon. I'd like to hav a party at my house on Friday, June 13, for the entire class.

APPENDIX K

Newspaper Articles

By RON SAYLOR



Find something you can do in Portland. Get a written invitation from some organization there. Go there for a term and live in the area where you work. Get fifteen hours credit.

The implications of that prospect faced twenty-five University students last term. They had heard about a business professor named John Wish and about a similar course he offered last year and signed up for a SEARCH sponsored MIT 402 seminar for three hours in winter term.

the city

The students and Wish have found the implications rich and varied. Majors in business, political science, psychology, recreation . . . , they are freshmen, graduates and in between. From a combination (not necessarily a blend) of individuals with various backgrounds and value system, seven of these students are spending this term in Portland working on three different projects with three different organizations and living together in the city's southeast side. Nine others are spending from one to five week portions of the term there.

The Portland class is radically different in both its "subject matter" and in its "presentation." The class is an experience, both personal and educational. It is one of the University's first movements in the trend to take a more active role in dealing with the urban crisis.

The class presently runs for two terms. The first, winter, is a preparatory term carrying three hours of pass no-pass credit. Beyond Wish's stipulations requiring a written invitation and living in the area, the class is totally unstructured. This places the onus of responsibility with the students not only for themselves as individuals, but also for the class as a whole. This state of affairs at first proved difficult for the students to accept. Simply defining "structure" in a frame-work of reality was one of the first lessons to be learned.

The preparations term involved several readings on the nature of man, the Black man in America and the nature of poverty. These were discussed in small groups and committees were formed to collect background information about Portland and its problems. From the inception of the class tapes were made of all discussions and later in the term photography began for a film documentary of the class activities.

A major portion of the preparation term was involved in building knowledge in the areas of housing, consumer problems of the poor, and Black business. The primary concern, of course, was negotiation for the vital invitation. This involved weekly, and sometimes more frequent, trips to Portland for discussions with prospective organizations.

Bruce Grantham, Mikoanne Heeathorn and I were invited by PACT, Inc., an Office of Economic Opportunity delegate agency serving four neighborhoods in the southeast part of the city. We concentrated their attention upon the programs established in the National Housing Act of 1968 in order to work with the neighborhood organizations in the field of housing. A crash program began at the outset of spring term to apply for a Neighborhood Development Program (NDP), a new Housing and Urban Development program to provide community-wide development with active resident participation in the planning. As a result, we found ourselves assisting the residents of the Buckman neighborhood in getting their ideas down on paper and helping plan, conduct, and prepare for computer analysis a survey to gather information for the NDP.

The Albina Corp., a Black owned and operated manufacturing concern, invited Dick Cooley and Rich Bertelloti, two other University students, to conduct some long-range planning, feasibility studies and market and cost analyses. These activities have led them into a study of low-cost housing looking at the home building and mobile home industries and new methods of construction. Bertolloti, an accounting major, is working on budget analyses and controls for efficient operations.

Through the Albina Corp., the students met another Black businessman, John Cole, who runs a struggling wood salvage business. They are presently helping Cole prepare a loan proposal for the capital needed to operate on a profit making basis.

Vickie Abel and Bob Hyatt were invited by the Oregon Consumer League to conduct a food price survey in markets in the Portland area. The two coordinate the efforts of 50 volunteer surveyors, pricing lists of 37 selected items in 135 markets weekly. The records are then collected and coded for computer analysis. According to Hyatt, "As far as I know, this is the largest food price survey ever conducted in the United States."

The seven have found a unique experience in the class. Educationally, with the shift of responsibility, questions of relevance face the students. Learning about learning is a large part of the class.

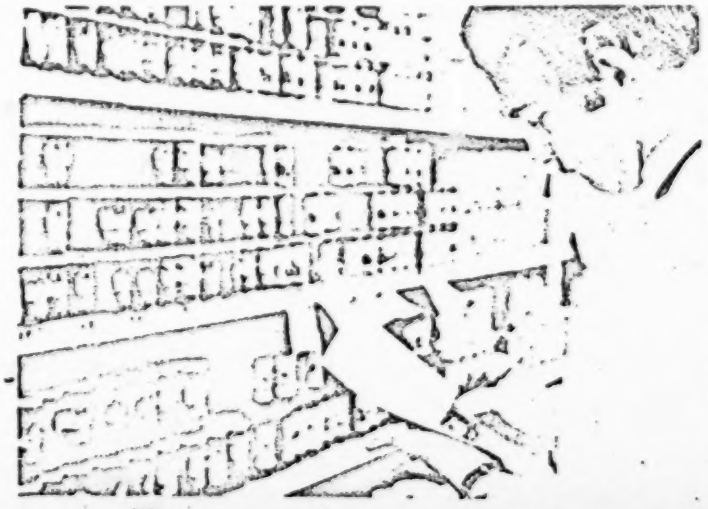
One highly significant aspect of this learning method is that it fits learning into a context, into a very real reality. Coming from this experience, the student has the opportunity to return to the University and build upon it.

The value of the personal experience compares only with the difficulty of communicating it. Living together expands the close relationship above and beyond the work relationship. Depending is perhaps the crux. Each student must learn upon whom he can depend, for what and for how much.

With the change of the student role come changes for the "teacher." These changes have not been without tension or conflict and they don't just happen. In this situation Wish finds himself relating in a very personal way with each of the students.

as a classroom

Regardless of good intentions, such interaction is impossible in many classroom situations, particularly for the student who doesn't make a conscious effort to reach his teacher.



Gyps by TV Set Repairmen Reported by Student, CJ

By JAMES G. WELCH
Capital Journal Managing Editor

A student's term project today resulted in legal action against four Portland area television repair shops.

The firms are being charged with deceptive trade practices in Multnomah County Circuit Court.

The project was sponsored by the Capital Journal.

University of Oregon senior Robert Hyatt Jr. of Eugene took rigged television sets to 10 TV repair shops. Nine of the shops failed to make proper repairs or billed for service or parts not supplied. Four of them violated state law, according to the Multnomah County district attorney.

One of the shops has gone out of business. Three of the shops which are not included in the legal complaints nonetheless are being sent warning letters. Multnomah Dist. Atty. George Van Hoomissen said that while their practices did not flatly violate the law, he is asking them to change to avoid trouble in the future.

Complaints are being filed today by Van Hoomissen against these Portland firms:

Paul's Electronics, 4903 N.E. Union Ave.

Hollywood Electronics, 5240 N.E. Sandy Blvd.

Color-Rite Electronics, 7130 S.E. Harold St.

Western States Television Co., 8227 S.E. Division.

Ray Robinette, Washington County district attorney, said today he is considering taking similar action against a fifth shop which is in that portion of Portland within his county.

Each of the shops named in the complaints—if the actions are successful—would be enjoined from repeating such practices in the future. Each also would be ordered to pay as much as $500 in judgments to cover the counties' costs of investigation and prosecution. Violation of the court order could result in contempt of court citations and possible fines and other penalties. The proprietors have 10 days in which to answer the complaints.

Hyatt undertook the project as part of a consumer problems course taught by Prof. John Wish.

The subject first was suggested by the Legal Aid Service of Portland and the Oregon Consumer League. Both agencies had become concerned about television repair because of the great frequency of complaints. The Capital Journal became a sponsor for the same reason, as did Gov. Tom McCall's office.

Television sets first were put in good working order and fully tested by experts at a community college. Then a minor maladjustment was made. A switch was bent so that contact couldn't be made. Or a component was put out of adjustment. Then parts were coated with a substance which would be visible only when a certain kind of light device was used, and Hyatt went to the shops complaining that his set wouldn't work.

Only one of the 10—McCoy's T.V. & Appliance Co., 4516 N.E. 42nd Ave. in Portland—made the exact repair required and charged accordingly.

Of the other nine shops:

- Two put the sets in worse condition than they were originally.
- Five put in unneeded parts.
- Five charged for services not done.
- Two overcharged for parts which they did not even install.
- Four charged properly for parts they did not install.
- Two put in wrong parts.
- Three shops missed the original problem entirely.

In all, the 10 shops billed $201.31 for parts and service. Experts say $87.69 of this was overcharge—for parts not installed, services not done, etc.

One of the sets actually had its tuner unit cleaned three times. The experts who prepared the set cleaned it. The first repair shop it was taken to billed for cleaning it, even though it was clean and in perfect working order. It was taken to a second shop, again in perfect order. The second bill included a charge for cleaning it. Neither shop touched it.

James Faulstich, the governor's assistant for consumer affairs, said, "The Portland sampling indicates a need for state regulation of television repairs." He said his office has received many complaints of similar practices in other Oregon communities.

"Registration of TV repairmen is one of several proposed consumer protection bills the governor's office is reviewing to provide Oregon consumers with protection. . . ."

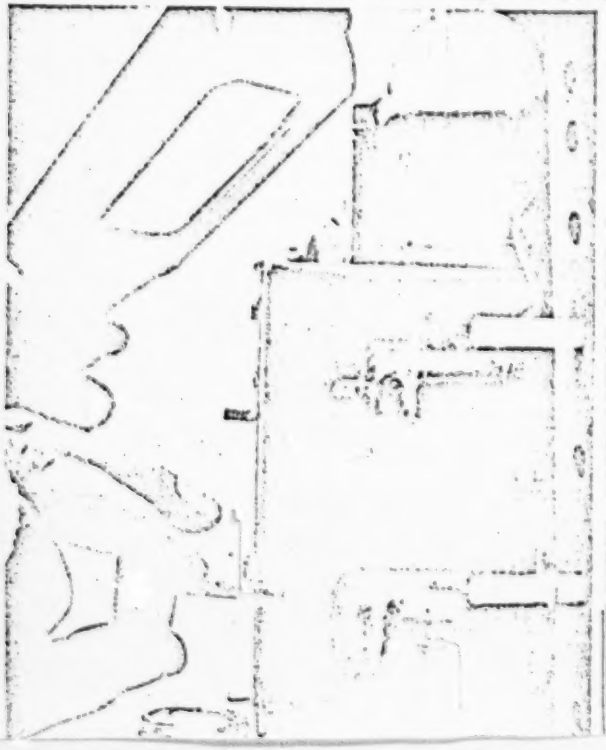
Atty. Gen. Lee Johnson, who heads a committee revising the state's deceptive trade practices law, said he will take up the matter of television repair at the next meeting of the group.

And the president of the Oregon TV repair association also vowed help. Warren Jaquenod, Springfield, said "the Portland findings will further support our previously unsuccessful efforts to get the legislature to provide regulation." He said his group will meet with Faulstich to work out details for the next legislative session.

The bill referred to, sponsored by Rep. Phil Lang of Portland last year, was backed by the TV association.

Law revisions in the consumer field also are being prepared by the Portland Legal Aid Service, the Oregon Consumer League, and the Criminal Law Revision Committee of the legislature.

TV set resistor was purposely bent to test repair shops' work.



Capital Journal

82nd Year No. 151 ★ ★ Salem, Oregon, Wednesday, June 24, 1970 56 Pages (5 Sections) Price 10c

Students Find Work Relevant At 'Beachhead College'

SECTION TWO 4M PAGES 1-8

The Oregonian
HOSTESS HOUSE
PORTLAND, OREGON, FRIDAY, JUNE 13, 1969

MOST OF the class members gathered on steps of Project House for recent picture. Front row (from left) are Dick Cooley, Bruce Grantham, Dr. John Wish, Miloanne Hecathorn, Vickie Abel, (second row) Rich Bartellotti and Bob Hyatt. Sasha peers over the professor's shoulder and her puppies, as usual, have their paws right in the middle of whatever is going on. Seventh class member, Ron Saylor, was at Buckman Center meet.

UO 'Live-In' Seminar Surrounds Study With Responsibility

By MILLY WOHLER
Oregonian Staff Writer

Dr. John P. Wish is adroit in expressing his feeling about his MIT 407 spring seminar.

"I feel like a plantation owner in the days of the Emancipation Proclamation. The slaves are freed, but they aren't certain how to act. As the former owner, I'm not certain how to treat them.

"This is true even though there is a great deal of good will on both sides," the associate professor of marketing at University of Oregon emphasized.

The good will is obvious at Project House, 3434 SE Morrison St., where seven students have lived since April 1 to earn 15 hours of "pass-no pass" credit and become involved in three projects in the Portland area.

Approach Relaxed

Also evident is a deep sense of purpose on the part of the participants, a relaxed approach to housekeeping and a tendency to blame Sasha and her puppies for all torn papers and missing shoes.

Those who established the "Beachhead College" are: Ron Saylor, 20, San Mateo, Calif., and Dick Cooley, 21, Portland, both juniors in political science; Bruce Grantham, 22, Portland, and Vickie Abel, 22, Myrtle Point, both seniors in marketing; Miloanne Hecathorn, 23, Orinda, Calif., senior in urban studies; Bob Hyatt, 20, Eugene, finance junior; and Rich Bertellotti, Anchorage, Alaska, accounting senior.

The "live-in" contingent was backed by a dozen who came from the Eugene campus for occasional days — or a week — to assist in the project. They received four credit hours and had to pay $1.50 per day while in Portland.

"But they didn't have to do any housework," pointed out Ron Saylor.

Preparation for spring began in winter term class for 25 students. Assignment was to find a challenging project in Portland, get a written invitation from some sponsoring organization, find living quarters and develop the study.

Books Read

Background reading included books on the nature of man, black society in the United States, housing and consumer problems of the poor. Many trips were made to Portland to seek the needed invitations. Three were secured.

Vickie and Bob have conducted a food price survey in 135 Portland stores for the Oregon Consumer League. Results are told in an accompanying story on this page.

Bruce, Miloanne and Ron were assigned by PACT, an OEO agency, to work with Buckman Community Action Center. Dick and Rich were invited by the Albina Corporation, a black owned and operated manufacturing center, to conduct some specific studies.

RON SAYLOR

"Responsibility" seemed to be the key word to the students in discussing their term's work.

"We could say it was relevant — but that's such an overworked word," Ron said. "It certainly isn't a laboratory situation. Whatever we do here and now counts. If we blow it — someone gets hurt."

Vickie and Bob's project came to a neat conclusion with the tabulation of survey results. The other two, while posting special progress, were more like "real life" in reaching some dead ends before new directions could be plotted.

Data Gathered

The three involved in the Buckman area program worked with residents who made a door-to-door survey of a 28 square block area to gather data needed for application to participate in a federal development program. The UO students then prepared the results for computer analysis.

Dick and Rich, working with the Albina Corp., set up long range feasibility studies, market and cost analysis which led to investigation of the low cost housing field. Market research also included new products which might be suitable for the company.

Approximately 75 Portland area manufacturing companies were tabulated and many contacted to inform them that the Albina company had capacity and machinery to take on subcontracting jobs.

It was on the home front — particularly after Sasha, Bruce's dog, delivered 10 pups — that the most patience, ingenuity and knowledge of the "nature of man" had to be employed. Five of the puppies lived.

"We had a fine system for the division of work," explained Miloanne. "When the puppies came, the system broke down.

"In the long run, the pups have been great. If we feel like getting upset at something we can direct it to the puppies. They've always just accomplished something destructive."

Dick believes that living and working in such close proximity has not been abrasive.

"If anything, being together has helped rather than caused problems. Any serious problems have been personal — within an individual — and the group has been a support."

Not that everything was completely smooth. There was the purchase, for instance, of eight pounds of margarine. Voices still get loud as one faction insists "it was nothing but lard" and another says "it wasn't bad for cheap margarine."

Bruce admitted to "garbage conning it" when he ruined his morning toast with the bland spread.

A signed finance of contract and weekly schedule of duties were agreed upon at the beginning of the term. Two persons each were assigned to cooking, two to dishwashing and two to general cleaning. One was free.

"Except after about the first week one person had to follow the pups around," Vickie complained gently.

In the early weeks, when

(Continued on Page 2, Col. 4)

Collegians' Survey Reveals Fair Shake For City Shoppers

By YVONNE ROTHERT
Staff Writer, The Oregonian

Low income area shoppers, by and large, get a fair shake from the Portland grocery stores which serve them.

This, substantially, was the finding of a 5-week market basket survey conducted here by University of Oregon students and sponsored by the Oregon Consumer League.

Results of the survey were revealed at a press conference Thursday by students Vickie Abel and Bob Hyatt, who said the project was undertaken to determine if allegations of discrimination in Portland area food pricing practices were true.

Higher prices that do exist in some low income areas are not the result of discrimination by supermarkets, they found, but are due to the fact that there are fewer large stores, which because of volume of sales can offer lower prices, in some needy areas. Thus some low income families must depend on small neighborhood groceries where prices are necessarily higher.

There was no evidence that chain stores in Portland practice any form of discriminatory pricing policies in low income areas.

Another allegation, that prices in these areas rise on days of the month when welfare checks are issued, was found to be untrue. In fact, average prices were higher both the weeks before and the weeks after the checks were issued.

Prices of 37 items, making up a typical western family's shopping list as determined by an earlier household food consumption survey conducted by the U.S. Department of Agriculture, were checked each Thursday from April 10 through May 8 in 135 retail grocery outlets. The sample included 64 stores from the city's five largest chains, plus 71 independent groceries.

Stores were identified as small, medium or large by the comparative number of cash registers used in each. Relative income levels of different areas of the city were taken from the 1960 census.

Foods included in the list were mostly those considered staples by all families regardless of income, ranging from prosaic produce items such as potatoes, carrots and head lettuce to a few canned foods like tomatoes, beans, peas and peaches. Milk and eggs, hamburger and wieners, flour, sugar and coffee were included - no luxury items, no exotic foods.

Actual checking of prices was done by 70 volunteers, members of the Oregon Consumer League and students from Lake Oswego and David Douglas High Schools, Portland Community College and Portland State University.

Side observations revealed to the students by the survey were some that are not altogether news to the average homemaker as she does her family shopping:

"Price changes in some products are much more important than others." Most critical, students found, are prices of meat, milk, bread, poultry and beverages. "Meaningful lower prices will involve these items," they concluded.

"It is becoming more and more difficult to make intelligent consumer decisions." Increases in numbers and variety of products, packages and prices make it hard to determine which is the best buy, they said, and new methods of consumer education are needed.

Staff Photo by David Falconer

YARDS OF figures were responsibility of Vickie Abel and Bob Hyatt who organized marketing survey to test several allegations. Oregon Consumer League announced results of shopping prices in 135 stores.

MID YEAR INVENTORY SALE

'Beachhead College' Students Say Portland Survey Meaningful Success

(Continued from Page 1)

many students came up from the Eugene campus, there were often 12 or 14 for dinner. Since the table only seats four, dining has been 'al fresco.'

Miloanne is credited with "fantastic sauerbraten" and Dick brags he cooks the best mashed potatoes in the world.

"I cook potatoes for one hour — in case anyone is interested."

Privacy Observed

Sleeping quarters are the responsibility of their occupants and privacy is observed. Bruce, Ron and the puppies have the basement, Rich and Dick have an apartment in the back, Bob has a first floor room and the second floor is reserved for Vickie and Miloanne.

Any question about the "conventionality" of the arrangement is treated calmly. Ron returns to the "responsibility" basis.

"We've taken the responsibility for the class all the way through — what we studied, how we were graded. We had to find the house, set up the house rules, determine how we did the study. Through the peer evaluation committee we had to communicate to the students who failed — and tell them why they didn't pass."

Bob added, "It has been so important to us that we're not going to take a chance on messing it up for someone else."

Dick raised a laugh with, "Besides, Miloanne knows karate."

Dr. Wish, who comes to Portland each week to confer with class members, has been accused of "both interfering and not giving enough direction." He feels this shows he has hit a fairly happy medium.

When he stays for a day or so, the profesor has the privilege of slinging his sleeping bag down on the living room floor. On a recent night he was secondary target in a water balloon fight.

"It felt a bit cool," he reported.

Children Visit

Dr. and Mrs. Wish have three children. Each of the youngsters has made a trip to Portland with the teacher and knows the seven "adult" members of his larger family.

Rich explains, "You get to know your professor. You don't call him Doctor — you call him John. It's on a much more personal basis.

Dick amplified, "Some professors couldn't take it. We argue out our differences — its sort of tough on him."

Dr. Wish admitted, "I would be other than honest if I presented a completely happy picture and said we've solved all the problems. It's an experimental program and we're feeling our way along."

Even as he tries to temper his enthusiasm it breaks through.

"I know student attitudes are changed by this situation. There is more real learning taking place. I can see a day in a future generation where much study will be geared like this — with a series of "beachhead colleges" around the country.

"I'm convinced this is one partial answer to student revolt and rebellion. Here they are not isolated in a box. The study has meaning."

The 35-year-old marketing professor is also pleased that the School of Business is doing the pioneering in a field some might think more typically liberal arts.

A motion picture of the project, to be titled "Seminar in Soul" has been filmed for the U.S. Office of Education by Bruce Bittle, graduate student in sociology. Howard Hoyt and Tom Kerr were cameramen and Sally Smith wrote the script.

Dick Cooley composed the two songs which will provide guitar background for the movie.

Assertive, yet oddly plaintive, the theme song beings: "Come walking down through the city streets of Portland . . ."

Luau Dance Set

"Hawaiian Luau" is theme of the 350 Dance Club party planned for Saturday, June 14, at 7:30 p.m. at the Thunderbird Motel.

Ken Golden's Orchestra will provide dance music at the event being arranged by Dr. and Mrs. Robert G. McKillop, chairmen, Mr. and Mrs. James Bergmann, Mr. and Mrs. Dan A. Verhagen, Mr. and Mrs. Phil L. Gettmann and Dr. and Mrs. Ted H. Lehman.

MID YEAR INVENTORY

Couple Says